



Kinlochbervie High School  
S4-6 Senior Curriculum

## INTRODUCTION

This booklet has been produced by school staff to give pupils and parents information about the range of courses on offer to pupils moving in to S4,5 and 6 next session. Information about courses and levels and general advice on course choice is provided.

We are fortunate in Kinlochbervie High School to be able to offer a wide range of courses in school and this is supplemented by courses on offer from Highland Virtual Academy and from North Highland College.

This year the course choice procedure will be different from that of previous years. We will almost certainly not be able to have parent information evenings as we have in the past and careers advice from Skills Development Scotland will have to be provided remotely.

We would also normally change our timetable at the end of May but this may be delayed this year to allow as much time as possible for this year's courses to be completed. Much will depend on final decisions by SQA on whether or not we will have a full exam diet.

Subject choices will be discussed in PD lessons and in individual interviews with guidance teachers and with me. Discussions with parents will take place by telephone this year or via google meetings and we plan to have an on-line question and answer session before final choices are submitted.

Any parent who wishes to discuss the course choice process or any aspect of their son/daughter's curriculum for next session should contact the school on 01971 521767 and I will be happy to speak to you.

As we have done in previous years we are offering a free choice of all courses to pupils. Pupils in S3 should choose six courses and one reserve choice. Pupils in S4 and S5 should choose 5 courses with one reserve choice.

A sample course choice form is included in this booklet and pupils will receive a printed version to be handed in.

Course choice forms should be filled in by pupils, signed by parents and submitted by Wednesday 30th March at the latest.

Graeme Smart

Head Teacher

January 2022

## Senior School Curriculum

In S4, S5 and S6, students are able to take a mix of subjects at different levels. All curricular areas are open to pupils of all abilities.

The courses which are being offered for session 2022-2023 are described in this booklet.

The ability of the school to offer some courses depends on the availability of staff and to some extent on the number of pupils opting for the subject. Consequently, it may not always be possible to offer all pupils their preferred choices.

### National 5, Higher and Advanced Higher Courses

These courses are made up of a mixture of coursework and Course assessment. The Course assessment consists of a question paper (exam) and/or coursework (assignments, portfolios, practical activities etc.). To achieve the qualification, learners need to pass the Course assessment and all coursework.

For the Course assessment, SQA will externally mark all question papers (exams) and the majority of coursework, however; in some subjects, coursework will be marked internally by the school or college as it is in the existing National Courses. Courses at National 5, Higher and Advanced Higher will be graded A to D or 'No Award'.

### National Examinations

These courses at National 2 to 4 are all made up of units which are assessed internally and must be passed to gain an overall award.

Teaching staff will assist students by advising them of the appropriate levels of study for next session. **It is vital that every student should consult her/his subject teachers before making her/his provisional choices.** Pupils will have the opportunity of an interview with pupil support staff and careers staff, who can advise on courses suited to the pupil's ability and interests. Final choices should then be decided in consultation with parents/carers and Pupil Support Staff.

In our opinion the most important consideration for pupils at this time is that they are able to follow a balanced curriculum, i.e. a range of subjects which will prepare them for the needs of adult life while keeping their options open as to any possible career choice they may be considering. We believe that subject choices should reflect reasonable aims, but should not be dominated by them: a balanced choice keeps options open and allows children to adapt to changed circumstances (or preferences) as they grow older.

The option choice form must be returned to the school by Wednesday 30th March 2022 completed in accordance with the instructions and signed by the parent/carer.

## S4 - S6 in Kinlochbervie High School

### School Leaving Dates

The statutory school leaving dates in Scotland are as follows:

If you are 16 between 1 March and 30 September, you may leave school at the end of May.

If you are 16 between 1 October and the last day of February, you may leave at Christmas.

The school provides courses for all ability levels. In a few cases however some students may wish, with guidance, to consider whether it might be better to leave and try for a job or some other form of education or training, such as Modern Apprenticeships, Training for Work or Get Ready for Work courses. It is possible for pupils who are not eligible to leave school until December to take up a full time college based course from the prior August.

### The Options Available In School

#### Fourth and Fifth Years

Pupils going in to S4 must choose six subjects.

Pupils going in to S5 must choose five subjects.

Highers are the main entrance qualifications for courses at University and College and also for entry to many professions. The Higher Grade course is a demanding and intensive course and pupils need to be prepared to put in the effort both in class and at home to achieve at this level. National 5 at A or B and real application are necessary if a pupil is to have a realistic chance of success at Higher Grade.

National courses provide students with the opportunity of studying at a less demanding level than Higher Grade. Successful completion of National 5 may allow a pupil to attempt Higher during the following session.

National 3 and National 4 courses allow students to study a subject without having to sit a final examination. Assessment takes place throughout the year, and credit for units passed is recorded on a pupil's SQA National Certificate.

#### Sixth Year

If you decide to return for a Sixth Year, you will be expected to study at least five subjects from the menu of Advanced Highers, Highers and National 3/4/5 courses. In exceptional cases - for example, when a student wishes to take a particularly demanding group of courses such as two Advanced Highers and one Higher - Pupil support staff may agree that a student should take only four subjects.

## HIGHER EDUCATION OPEN DAYS 2022

The open day programme is designed primarily for those who intend to apply in October 2022 to January 2023 for entry to University in September/October 2023. Generally, an open day includes displays, demonstrations and information sessions. When the school receives details of dates, they are e-mailed to pupils and put on the school notice board.

We would encourage all pupils to go on-line to the University web site for full details of the open days and a planner of events. Preparation prior to the open day means that pupils can make the most of their visit.

### Careers Adviser

As young people begin to explore their options for further learning and work, it is important that they identify their skills and strengths as they make decisions about what they want to do next.

Working with school staff Skills Development Scotland (SDS) can help young people get ready for this exciting stage in their lives and prepare for their future.

SDS provides a range of support to help students to develop career management skills and to make well-informed decisions about their career pathways.

Career management skills are part of the school curriculum. In addition, group sessions, face-to-face coaching where appropriate, are supported by My World of Work web service -

[www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)

This website provides information on different careers, how to build and customize CVs, search for jobs, source funding for learning, apply for further or higher education and many other tools.

Careers Advisers will help students who need some tailored support to explore the training and skills necessary for the job or career which is right for them.

SUMMARY OF SUBJECTS ON OFFER

Subject	National 3	National 4	National 5	Higher	Advanced Higher
<b>Business and Hospitality Suite of Courses</b>					
Business Management		*	*	*	
<b>Expressive Arts Suite of Courses</b>					
Art and Design	*	*	*	*	*
Music	*	*	*	*	*
<b>Health and Wellbeing</b>					
Physical Education	*	*	*		
<b>Languages Suite of Courses</b>					
English	*	*	*	*	*
Spanish	*	*	*	*	
<b>Mathematics</b>					
Mathematics	*	*	*	*	*
<b>Sciences Suite of Courses</b>					
Biology	*	*	*		
Chemistry	*	*	*	*	
Environmental Science	*	*	*	*	
Physics	*	*	*	*	
<b>Social Studies Suite of Courses</b>					
Geography	*	*	*	*	
History	*	*	*	*	
Rural Skills		*	*		
<b>Technologies Suite of Courses</b>					
Graphic Communication		*	*		
Practical Woodworking		*	*		
Practical Metal Working		*	*		
<b>Vocational Courses</b>					
Enterprise & Employability		*			
Rural Skills		*			
Maritime Skills			SCQF 6		

## College Courses

The link below shows the courses which are on offer with UHI/North Highland College. Pupils and parents should note that these courses are delivered by remote learning and pupils will require a degree of self-discipline to ensure success. These courses are not supervised directly by school staff but are taught on-line by college lecturers. This can provide a valuable insight into further education and be a good experience for pupils who plan to go on to college or university.

The link below provides further information on all the courses on offer to our pupils:

<https://www.northhighland.uhi.ac.uk/schools/kinlochbervie-high-school/>

This link works best if copied and pasted to Chrome.

Pupils should discuss the choice of any of these courses with Guidance staff or with Mr Smart before submitting the course choice form. Please also note that only one course at any level may be selected. It is possible to study for example an N5 and a Higher course on line but it is not possible to select two or more on line courses at the same level.

DM denotes a Degree Module, FA is a Foundation Apprenticeship course. Full details are available from the college website at the link above.

## Highland Virtual Academy

LEVEL	SUBJECT
National 5	German
	Spanish
Higher	German
	Spanish
	Human Biology
	Modern Studies
	Music
	Photography
Advanced Higher	Chemistry
	Physics
	Maths
	German
	Music
	History

# **Business Management**

Business Management is available at National 4, 5, Higher levels.

## **Why study Business Management?**

Anyone who wants to know more about how a business operates and the skills and resources that are required to run a business.

It is one of the most useful subjects for anyone considering applying for an Accountancy or Business degree or hoping to run their own business.

## **National 4 Business**

Business plays an important role in society. We all rely on businesses and entrepreneurs to create wealth, prosperity, jobs and choices. The course is designed to develop learners' understanding of the way in which businesses operate in the current dynamic, changing and economic environments, and to encourage enterprising attitudes.

## **Course Content: Three units**

### **1) Business in Action (National 4)**

Learners will carry out activities that will give them an appreciation of how and why businesses develop and operate in today's society.

Learners will develop skills and knowledge and understanding relating to the role of business and entrepreneurship within society, and of the actions taken by business to meet customers' needs.

Learners will explore functional activities, such as marketing, finance, operations and human resources, and applying their understanding of these areas to support business planning and decision making.

### **2) Influences on Business (National 4)**

Learners will carry out activities that will give them an appreciation of the impact that a range of internal and external influences has on business decision making.

Learners will investigate stakeholders' influence on businesses and will acquire skills and knowledge and understanding relating to the financial, economic, competitive and social environment in which businesses have to operate. This will provide learners with a growing understanding of how these influences can affect business survival and success.

### **3) Added Value Unit: Business Assignment (National 4)**

Learners will draw on and apply the skills, knowledge and understanding they have gained from across the other Units of the Course. This will be demonstrated by an assignment.

## **National 4 requirements**

Successfully achieved the level 3 outcomes in the majority of subjects in S3

## **Course assessment National 4.**

Three internal assessments (one for each unit). Unit assessment (or 'evidence of learning') could be presented in a variety of ways such as written reports, presentations, e-portfolio, diaries, blogs, checklist, business plan etc.

There is no external assessment for National 4 Business.

## **Homework**

Approximately one formal piece of homework every 2 weeks

## **Progression**

N5 Business

N5 Accounting

## **National 5 Business Management**

N5 Business Management develops pupils' knowledge of the dynamic, changing, competitive and economic environment of industry and commerce. It develops skills in communicating and presenting business related information to the various stakeholders of an organisation. Developing these skills will enable learners to succeed in life with determination and the ability to think logically.

**Course Content:** Three units:

### **1) Understanding Business (National 5)**

- Give an account of the key objectives and activities of business organisations
- Apply knowledge and understanding of factors that impact on the activities of business organisations

### **2) Management of People and Finance (National 5)**

- Apply knowledge and understanding of how the management of people contributes to the success of an organisation
- Apply knowledge and understanding of how the management of finance contributes to the success of an organisation

### **3) Management of Marketing and Operations.**

- Apply knowledge and understanding of how the marketing function contributes to the success of an organisation
- Apply knowledge and understanding of how the operations function contributes to the success of an organisation

## **National 5 Requirements**

Successfully achieved National 4 Business or successfully completing the level 4 outcomes.

## **Course Assessment**

### **External Assessment**

An examination which is worth 90 marks and coursework which consists of an assignment worth 30 marks. For the coursework candidates will be required to research and produce a report on a small business of their choice.

### **Internal Assessment**

The individual units are assessed internally by means of tasks or written questions.

*A specimen question paper is available on the SQA website.*

### **Homework**

Approximately one formal piece of homework every 2 weeks

### **Progression**

Success at National 5 allows for progression to the Higher course.

## **Higher Business Management**

The Higher Business Management Course provides learners with the skills, knowledge and understanding needed to understand contemporary business.

The Course gives learners an understanding of the dynamic, changing, competitive and economic environment of industry and commerce. It develops skills in communicating and presenting business-related information, in a variety of formats, to the various stakeholders of an organisation.

**Course Content:** Three units:

### **1) Understanding Business (Higher)**

- Analyse the features, objectives and internal structures of large business organisations  
Analyse the environment in which large organisations operate

### **2) Management of People & Finance (Higher)**

- Apply knowledge and understanding of how the management of people can meet the objectives of large organisations  
Analyse how the management of finance contributes to the effectiveness of large organisations

### **3) Management of Marketing & Operations (Higher)**

- Apply knowledge and understanding of how the marketing function enhances the effectiveness of large organisations

Apply knowledge and understanding of how the operations function contributes to the success of large organisations

*Further details for the course are available on the SQA Business Management website- Specifications*

### **Higher Requirements**

National 5 Business Management or National 5 English

### **Course Assessment**

#### **External Assessment**

An examination which is worth 90 marks and coursework which consists of an assignment worth 30 marks. For the coursework candidates will be required to research and produce a report on a large business/ organisation of their choice and make recommendations.

#### **Internal Assessment**

The individual units are assessed internally by means of tasks or written questions.

*Past papers are available on the SQA website.*

### **Homework**

Approximately one formal piece of homework every 2 weeks.

### **Progression**

Success at Higher allows for progression to the Advanced Higher course.

# Art & Design

**Levels of study:** National 3, National 4, National 5, Higher, Advanced Higher.

The Art & Design course at every level consists of 2 practical units: the **Expressive Activity** and the **Design Activity**, with supporting **Critical Studies**.

**Expressive Activity** – Pupils identify a theme or stimulus of personal interest within areas such as Still Life, Portraiture, Figurative Composition or Natural Environment.

They investigate and record the visual qualities of their chosen subject by producing expressive studies in a variety of media and techniques. Compositional ideas are then explored and developed in 2D or 3D before refining and producing a final outcome. Work is annotated with evaluative comment and planning for further development whilst being mounted up for presentation.



Figurative study by Alison MacPherson



Still Life by Billy Corbett



Portraiture by Rhuaridh Forbes

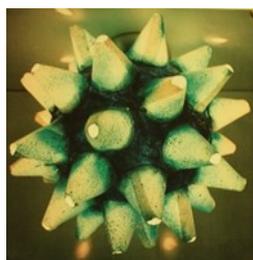
**Design Activity**- In response to a particular design problem or need, the pupil will negotiate and finalise a specific design brief in areas such as Product, Graphics, Textile, Architecture or Jewellery design. The pupil will investigate and consider a range of possible approaches and a number of possible

solutions, showing inventiveness and flexibility of thought. From possibilities considered, a solution will be selected and made in finished or prototype form.

Informed evaluation of both the developmental process and the solution - including consideration of modifications and / or alternatives - will be included.



Graphics by Murray MacKay



Product Design/ light by Billy Corbett



Textile design by Chelsey Ross

**Critical studies** support the practical units by researching and analysing selected works of relevant artists and designers. Critical analysis of the works include identifying techniques and sources of inspiration, descriptions of media handling, and expressing facts and justified personal opinions.

**Assessment** - All courses use continual assessment throughout the year. Teacher feedback, self and peer assessment techniques are used. Learners must pass all units to gain the qualification.

Unit assessment could take a variety of 2D, 3D, or photographic forms and may include sketchbooks, posters, and group discussions.

National 4 asks learners to produce a 'final solution' or piece of work for both the Expressive and Design units.

Units are assessed internally - see below for details on National 5 and Higher which also includes external assessment components.\*

\*National 5 and Higher are externally assessed by the SQA for the Portfolio and Question Paper.

**Portfolio:** presented work showing a clear line of development and critical reflection leading to one final piece of expressive artwork and one final design solution.

**Question Paper:** candidates respond to a set question for Expressive Arts and also Design Studies, In N5, they then select 2 further questions and in Higher a further 4, which assess their ability to analyse an unseen image of art and design works.

**National 5:** 1 hour 30 minutes, 4 questions, 50 marks.

**Higher:** 2 hours, 4 questions, 60 marks.

## **Skills and Opportunities for Learners**

Learners will be able to:

- experience a range of practical media handling skills and techniques in both expressive and design contexts
- exercise imagination and creativity
- use problem solving, critical thinking and reflective practice skills
- producing analytical drawings and investigative studies
- plan, produce and present creative art and design work
- investigate and analyse how artists/designers use materials/techniques
- apply this knowledge to his/her own creative practice
- gain confidence in creative practice and in creative self-expression
- have space for personalisation and choice: in both the expressive and the design units and in the Portfolio
- enjoy the arts

**Courses for S6** – past pupils have completed the below courses which resulted in acceptances at art College or University to study animation, textiles / fashion and fine art.

**Advanced Higher** in Art & Design offers a natural progression from Higher and this option is open to any student who has achieved a Higher pass in Art & Design and at least a National 5 pass in English. The AH course consists of either a Design or Expressive Enquiry project. The Enquiry must be on a related theme or area of study to suit the student's personal skills and interests. This course requires a minimum of 7 periods of study weekly plus work in students' own time on sketchbooks, research and folio work. There are no formal exams for Advanced Higher: the collated folio of practical work (around 15 A1 sheets of work) plus a written critical analysis assignment is sent off for external assessment by the SQA. A studio-like space can be provided within the Art Dept.

- **Portfolio Preparation** - This option is usually open to any S6 pupil who has already taken Higher Art & Design and wishes to submit a portfolio of work for entry to degree courses at Art College or university, or to NC or HND courses at Further Education College.

While the art dept. can always offer help, it should be noted that portfolio preparation is a very specialised and competitive area. It is therefore strongly recommended that pupils should take advantage of any locally available workshops and courses in order to get further input and advice. (Please ask for information on courses available in Ullapool). Portfolio preparation in school would have to be negotiated on an individual basis and would involve the pupil working for at least 8 periods in the art room on personal study and research.

A studio-like space can be provided within the Art Dept.

**Portfolio requirements must be identified early in the session as it takes at least 3 terms work to produce the appropriate body of evidence for college/university. It also requires a high level of motivation and commitment to the subject.**



# Music Department



Kinlochbervie High School's Music Department offers Music Courses at five levels - **National 3, National 4, National 5, Higher and Advanced Higher**. Emphasis is placed on practical activities and there is considerable scope for personalisation and choice through the activities of **composing, understanding, performing and evaluating music** in both individual and group situations. The course is an exciting but challenging one and learners should be aware that a high level of commitment will be required to get the best results. Commitment to attending extra rehearsals at particular times during the course for the performance element of the course is required.

## Entry Requirements

- ♪ **National 5** - Pupils must be able to play 2 instruments at minimum Grade 3 level (there is no maximum).
- ♪ **Higher Music** - A or B pass at National 5 Music (pupils achieving a C pass in National 5 may ask to be considered individually). Pupils must be able to play 2 instruments at minimum Grade 4 level (there is no maximum).
- ♪ **Advanced Higher** - Minimum B pass in Higher Music (pupils achieving a C pass in Higher may ask to be considered individually). Pupils must be able to play instruments at minimum Grade 5 level (there is no maximum).

The three mandatory units in Music are:

### Performing Skills: (1<sup>st</sup> and 2<sup>nd</sup> instruments)

Pupils, with guidance, will experience performing on two different instruments or one instrument and voice and will develop their performing skills on these two instruments through performing music from a wide range of styles and cultures, using performance directions, musical notation and/or playing by ear. Pupils are encouraged and supported to take part in a variety of performances within the classroom, the whole school and the community. Live performance is an important part of the music course and by taking part in musical performances, pupils experience the satisfaction and pride in performing in public allowing confidence to grow.

### Composing Skills:

Pupils will learn to compose in a variety of different styles, creating their own music or arranging and improvising music using a wide range of instruments/voices and different computer technologies. Pupils will become familiar with the musical elements of melody, rhythm, harmony, timbre and structure.

### Understanding Music:

Pupils, through listening, will develop knowledge and understanding of music through a wide range of music concepts and basic music literacy. Pupils will explore music across a wide range of styles and genres including Scottish, Jazz, World Music, Modern, Pop, Soul, Classical and will also consider the social and cultural aspects that influences these styles of music. Furthermore, pupils will be able to engage in discussions, make informed decisions and express their own opinions.

# Assessment

## Internal:

**Performing Skills, Composing Skills and Understanding Music** are all continually monitored and assessed throughout the year:

- ♪Pupils will take part in on-going classroom assessments for each unit - both oral/written responses and practical assessments must be passed in order to complete the course.
- ♪Performances throughout the year and their compositional work will be continually monitored using Teacher Observational Checklists.
- ♪Pupils will be responsible for keeping an up-to-date log book on their individual progress.
- ♪Pupils understanding of music will be evaluated through the use of questioning techniques, discussion and classroom listening tests.
- ♪Regular individual teacher and pupil meetings will provide meaningful feedback and target/goal setting opportunities.
- ♪Pupils will be responsible for maintaining a high standard portfolio of audio/video recorded performances, compositions and listening activities completed within the classroom.

Throughout the year pupils will be encouraged to become confident in peer assessment, self-assessment, devising their own targets and taking responsibility for their own musical learning.

## External (for National 5 only)

- ♪Understanding Music (35%) - written listening paper sat in May exam period approx. duration 1 hour.
- ♪Performing Skills (50%) - final performance assessed by a visiting SQA examiner between Feb - April. Pupils will have to prepare and perform a programme of music of both their instruments/voice:
- ♪ *Composing Skills (15%) - a selection of your own compositions will be sent to the SQA as a portfolio like the writing you might do in English, French or Spanish. This is a new part of the National 5 assessment.*

## External (Higher and Advanced Higher only):

- ♪Understanding Music (40%) - written listening paper in May exam period approx. duration 1 hour.
- ♪Performing Skills (60%) - final performance assessed by a visiting SQA examiner between Feb - April. Pupils will have to prepare and perform a programme of music of both their instruments/voice:

	Instrument 1	Instrument 2	Total Time	%
<b>National 3</b>	Total of 8 minutes		8 MINUTES	60%
<b>National 4</b>	Total of 8 minutes		8 MINUTES	60%
<b>National 5</b>	Total of 8 minutes		8 MINUTES	50%
<b>Higher</b>	Total of 12 minutes (at least 4 minutes on each instrument)		12 MINUTES	50%
<b>Advanced Higher</b>	Total of 18 minutes (at least 6 minutes on each instrument)		18 MINUTES	60%

**Nat 3 - 5:** minimum of 2 minutes on at least one of two chosen instruments

## Performing Skills on One Instrument or Voice Unit

For pupils who would like to specifically concentrate and develop their skills on ONE particular Instrument or Voice this Unit has been particularly designed to do so. This Unit is covered through all levels from National 3 - Advanced Higher and pupils will be awarded with a Completed Unit within Music Performing. This unit not only allows pupils time to develop their performing skills on their ONE chosen Instrument or Voice but also allows pupils self-motivation and confidence to grow too.

## National Progression Awards (NPAs)

These qualifications are only suitable for S5 and 6 pupils who have specialist interest in areas of music which would not be covered in the usual music classroom. They are mainly self-taught with the support of music staff and are a great way to develop the type of skills you might need at college or university. If you are really interested speak to your teacher to see what advice they can give. Some of the subjects offered are:

- ♪NPA Music Business (Level 6)
- ♪NPA Musical Theatre (Level 6)
- ♪NPA Sound Production (Level 6)

## Homework

Pupils are required to practise their instruments and consolidate listening concepts out with class time on a regular basis, allowing them to become responsible for their own learning.

Pupils will also be given music literacy, concept and analysis/research homework on a regularly weekly or fortnightly basis. Most composition work will be completed within class time, but sometimes tasks begun in class will need to be developed and completed at home.

## How you can help?

Your support in doing the following will help your child become more skilled and successful in Music:

- ♪ Encourage your child to practise regularly (we recommend 30 - 60 minutes a day across both instrument for 5 out of 7 days).
- ♪ Encourage your child to perform for you as often as possible.
- ♪ Encourage your child to listen to a variety of different styles of music by going to concerts or listening to broadcasts on the radio, television or internet.
- ♪ Take an interest in the activities your child is engaged in during class, and encourage them to apply these skills in their other subjects too.
- ♪ Encourage your child to make regular use of the online resources such as the Musipedia ([ataea.co.uk](http://ataea.co.uk)) or [jm-education.com](http://jm-education.com) which have valuable listening examples and online quizzes to help with the Understanding Music element of the Music courses.

## Why choose Music?

Music is all around you - on TV, Radio, computer games, Apps for your computer or iPhone, in shops; you probably listen to music on you iPod, CD player or iPhone; you may already make your own music or play a musical instrument. Studying music will not only broaden your musical experiences and knowledge but will also improve your confidence and performing skills on at least one/two musical instruments; and will also prepare you for work or further education by giving you the opportunity to work independently and take responsibility for your own learning.

Music is not just a useful subject to choose for a career in Music, although there are a wide variety of careers available for which music is essential or very useful: Secondary/Primary Teaching, Music Therapy, Performing, Instrumental Instruction, Recording Industry, Media, Arts Administration, Armed Services. Music has also been proven to enhance learning skills, develop critical thinking skills and boost confidence and social skills. Furthermore the practice required to develop your performance skills promotes perseverance and self-motivation as well as teaching pupils how to learn.

### Personal Qualities Developed in Music

Skills developed	Personal qualities developed
Increasing musical performing skills	Self-management
Increased knowledge of musical concepts & literacy	Confidence
Learners ability to reflect on their own musical development	Critical thinking
Applying compositional techniques	Decision making

### Skills Achieved Through Music

Skills for Learning	Skills for Work	Skills for Life
Self-management	Performance	Working with others
Target setting	Meeting Targets	Developing self confidence
Using a range of resources	Analysing	Expressing ideas/emotions
Preparation	Evaluating	Presenting

## Progression

National 3 - National 5 offer excellent preparation and development for the more advanced Music courses such as Higher and Advanced Higher where a higher standard of performing, composing and understanding of music is needed to succeed.

Pupil's individual progress will depend on their attainment within the music course. Some pupils may start National Levels at National 3, whereas others may start at National 4 or National 5 level. Each pupil will follow the course which allows them to achieve the best that they possibly can.

Further education in Music could develop to a University degree, HND or HNC College music courses and also other degree and higher education course which consider Higher Music as a general entry qualification.

The Music Department and the team of instrumental teachers look forward to welcoming hard working and dedicated pupils into these exciting courses.

# PHYSICAL EDUCATION: National 4

## Course Aims

The main purpose of the Course is to develop and demonstrate movement and performance skills. The central theme of the course is to learn ways to improve individual performances through training, monitoring and reflection.

The main aims are to enable the learner to:

- develop the ability to safely perform a range of movement and performance skills in a number of sports in straightforward contexts
  - develop and demonstrate knowledge of factors impacting on performance
  - build capacity to perform effectively
  - develop approaches to enhance personal performance
- monitor, record and reflect on performance development

## Recommended Entry

Entry to this course is at the discretion of the centre. The course is suitable for learners who have an enthusiasm for developing their fitness and performance skills in different physical activities, and who enjoy learning in practical contexts. Pupils **must** have a good level of fitness, skills and background knowledge in sport at an appropriate level to pass the course. Pupils should be also be sitting or have already passed National 4 English and Maths as literacy and numeracy are essential parts of the coursework they will be completing throughout the year.

Homework will be given throughout the course and will be expected to be completed. Pupils will be expected to be able to work and focus at all times in both practical and written lessons and have their kit at all times.

Pupils must have at least 2 sports which they are able to perform in at a good level before they think about choosing this course as practical ability is 2/3 of this course.

## Course Details

Performance Skills - Passes in 2 practical activities throughout the year

Factors Impacting on Performance - A written assessment to be completed throughout the year

Added value - A one-off performance in a competitive/demanding situation in one activity.

To achieve National 4 learners must pass all 3 units which are internally assessed and externally verified by SQA.

## Progression

Progression can generally be made on to National 5 or Higher PE but this decision will depend on the progress of the pupil throughout National 4 and in discussion with the class teacher about what the most suitable progression is.

# PHYSICAL EDUCATION: National 5

## Course Aims

The main purpose of the Course is to improve and demonstrate movement and performance skills in physical activities by learning ways in which to do so through training , monitoring and reflecting.

The main aims are to enable the learner to:

- develop the ability to perform a range of movement and performance skills in a number of sports in straightforward and challenging contexts
  - develop and demonstrate knowledge of factors impacting on performance
  - develop ways to enhance personal performance
- monitor, record and reflect on performance development

## Recommended Entry

Entry is at the discretion of the centre. Pupils **must** have a high level of fitness, skills and knowledge of sport. Pupils could progress from National 4 PE or go straight to N5—this will be decided on an individual basis based on their practical and written ability. They should also be sitting or have passed National 5 English and Maths as literacy and numeracy are vital elements of the National 5 PE course. Written and practical work is of equal weighing and will be completed throughout the year in class and at home. Written homework will be given throughout the year and must be handed in on time. Pupils must have at least 2 sports which they are able to perform in at a high level before they think about choosing this course as practical ability and written ability are equally weighted and it is essential the pupils basic practical ability is good enough.

## Course Details

### Assessment

Performance: 2 sports each marked out of 30: 60 marks will be worth 50%- assessed internally by Mrs Paterson.

Portfolio - written assignment completed in class and graded by SQA: 60 marks will be worth 50% of the final grade achieved

To gain a National 5 award the learner must pass both Course assessments. The combined marks from the course assessments will determine which grade a pupil achieves (A-D)

### **Progression**

Progression can follow to Higher PE but this decision will be made on an individual basis in discussion with the teacher based on each pupil's ability and prior achievements in the subject.

# English: National 4

## Purpose

The purpose of the course is to provide learners with the opportunity to develop the skills of listening, talking, reading and writing in order to understand and use language.

As learners develop their literacy skills, they will be able to process information more easily, apply knowledge of language in practical and relevant contexts, and gain confidence to undertake new and more challenging tasks in a variety of situations.

The course offers learners opportunities to develop and extend a wide range of skills. In particular, the course aims to enable learners to develop the ability to:

- \*listen, talk, read and write, as appropriate to purpose, audience and context
- \*understand and evaluate texts, as appropriate to purpose and audience in the contexts of literature, language and media
- \*create and produce texts, as appropriate to purpose, audience and context
- \*plan and research, integrating and applying skills as appropriate
- \*apply knowledge of language

## Course Details

There are four mandatory units:

Analysis and Evaluation - listening and reading, analysing and evaluating

Creation and Production - talking and writing, technical accuracy in written texts

Literacy - reading, writing, listening and talking skills for learning, life and work

Added Value Unit - application of language skills to investigating and reporting on a chosen topic.

To achieve National 4 English, learners must pass all of the required units.

These are not graded but are Pass/Fail.

All units are internally assessed to SQA standards.

# English: National 5

## Purpose

The purpose of the course is to provide learners with the opportunity to develop the skills of listening, talking, reading and writing in order to understand and use the language.

As learners develop their literacy skills, they will be able to process information more easily, apply knowledge of language in practical and relevant contexts, and gain confidence to undertake new and more challenging tasks in a variety of situations.

Building on literacy skills, the course develops understanding of the complexities of language, including through the study of a wide range of texts. The course develops high levels of analytical thinking and understanding of the impact of language.

The course offers learners opportunities to develop and extend a wide range of skills. In particular, the course aims to enable learners to:

- \*listen, talk, read and write, as appropriate to purpose, audience and context.
- \*understand, analyse and evaluate texts, including Scottish texts, as appropriate to purpose and audience in the contexts of literature, language and media
- \*create and produce texts as appropriate to purpose, audience and context
- \*apply knowledge and understanding of language

## Entry

The course provides opportunities for learners to build on prior learning experienced in the broad general education (S1-3) or in English qualifications at a lower SCQF level (e.g. National 4 English).

National 5 offers learners the opportunity to develop detailed language skills in the contexts of literature, language and media.

The course provides opportunities for progression to National Courses and to other SQA courses in English and related fields.

## **Mandatory Skills**

These include knowledge of language, grammar, syntax, conventions of written language and critical terminology.

### **Structure (Units available as standalone courses)**

#### **English: Analysis and Evaluation (National 5)**

Listening and reading skills, understanding, analysis and evaluation. Texts studied must include Scottish texts.

#### **English: Creation and Production (National 5)**

Talking and writing skills in a range of contexts. Learners develop the skills needed to create and produce detailed texts in both written and oral forms.

The Course enables learners to communicate, be critical thinkers, develop cultural awareness and be creative

## **Assessment**

To gain the award of the Course the learner must pass an external examination, as well as a mandatory internal assessment.

The purpose of the internally assessed performance-spoken language is to provide evidence of the learners' skills in talking and listening. This performance, which is part of the course assessment, is assessed on an achieved/not achieved basis. It is a compulsory requirement for a course award in National 5 English.

External examination will take the form of a portfolio of writing, and a question paper on reading. This will include an unseen passage, with questions and critical essays. Learners will answer at least one question on a Scottish text.

The Course Assessment is graded A-D and is externally marked by the SQA.

The total marks are assigned as follows-

30% for a portfolio of writing - two essays, one broadly creative, one broadly discursive (30 marks)

30% for Reading for Understanding, Analysis and Evaluation - questions on an unseen passage (30 marks)

40% for Critical Analysis - questions on a Scottish text from a specified list, and a critical essay on a previously studied text (40 marks)

[Note: As mentioned, the previous National 5 units (Analysis and Evaluation, Creation and Production) are available to learners as standalone courses. Discussion between the learner, guardians and the teacher will determine the most suitable course for a learner.]

# English: Higher

## Purpose

The course offers learners opportunities to develop and extend a wide range of skills. In particular, the course aims to enable learners to develop the ability to:

- listen and talk, read and write, as appropriate to purpose, audience and context
- understand, analyse and evaluate texts, including Scottish texts, as appropriate to purpose, audience in the contexts of literature, language and media,
- create and produce texts, as appropriate to audience, purpose and context
- apply knowledge and understanding of language

Students will work to gain qualifications for further study within and beyond the framework, for employment or for personal satisfaction. In this way, students will develop skills which are applicable in a wide range of personal, social, vocational and educational contexts.

## Recommended Entry

Students are expected to have successfully completed National 5.

## Course Details

**Analysis and Evaluation-** assessed through final SQA examination.

This takes the form of:

- Paper 1, 'Reading for Understanding, Analysis and Evaluation', questions on a previously unseen passage of writing. (30 marks)
- Paper 2, 'Critical Reading' in two parts, a critical essay on a previously studied text and a question paper on a previously studied prescribed Scottish text. (40 marks)

**Creation and Production-** assessed through an externally assessed portfolio of writing to include both broadly discursive and broadly creative essays. (30 marks)

**Performance-spoken language-** The performance-spoken language component will assess the skills of talking and listening, which are currently assessed through units. This mirrors the structure of the National 5 course and will ensure that learners continue to be assessed on these skills once the units are removed from the course. The performance-spoken language will be assessed as 'achieved' or 'not achieved' and will be based on existing standards. Learners will need to achieve the minimum requirements of this component to gain the course award.

## Progression

- Advanced Higher English (or units at Advanced Higher)
- HNC, HND and degree courses in Arts & Social Sciences
- Employment in careers related to Arts & Social Sciences.

[Note: The previous Higher units (Analysis and Evaluation, Creation and Production) are available to learners as standalone courses. Discussion between the learner, guardians and the teacher will determine the most suitable course for a learner.]

# English: Advanced Higher

## Purpose

This course focuses on the critical and creative study of complex and sophisticated literature and language. It gives learners opportunities to add specialism, depth and independence to their English and study skills. The course provides learners with the opportunity to develop the skills of reading, writing, talking and listening in the context of complex and sophisticated literature and language.

The main aims of the course are to enable learners to develop the ability to:

- read, write, talk and listen in complex and sophisticated contexts, as appropriate to purpose and audience
- understand, analyse, evaluate, and make connections between complex and sophisticated literary texts
- create and produce written texts as appropriate to purpose, audience and context, through the application of knowledge and understanding of complex and sophisticated language

The broad structure of the course assessment allows learners to demonstrate these skills in a balanced way, although the importance of reading is emphasised and learners are encouraged to read widely.

## Recommended Entry

Higher English B Grade.

## Course Details

The Advanced Higher English course enables and encourages learners to develop their language skills, showing growth and progression from those demonstrated in Higher English. Skills development concentrates primarily on reading and writing, but talking and listening have a prominent place in the form of critical debate facilitated by discussion groups and/or presentations. By the end of the course, learners will display evidence of growth and competence in all aspects of language use, but especially in reading and writing where wide reading and a variety of written-response types are required and assessed.

Learners are made aware of the need for depth of ideas, clarity, accuracy, and creativity in their use of language. The development of sustained critical lines of thought is essential in both writing and talking. This should include reasoned and evidenced analysis, rather than assertion. The course offers an introduction to academic research and guides learners towards critical and contextual materials, where appropriate. This can include digital resources, access to university libraries (where practicable), and critical publications.

The following provides details of skills, knowledge and understanding sampled in the course assessment:

**Read, understand and respond to texts**

Textual analysis: one unseen text or extract from the genres of poetry, prose fiction, prose non-fiction, or drama

Literary study: literature studied as part of the course (making connections and/or comparisons between texts from the same genre)

Dissertation: literature selected and studied as part of the project-dissertation

**Critically analyse and evaluate a writer's use of language**

Textual analysis: one unseen text or extract from the genres of poetry, prose fiction, prose non-fiction, or drama

Literary study: literature studied as part of the course (making connections and/or comparisons between texts from the same genre)

Dissertation: literature selected and studied as part of the project-dissertation

**Write, with consistent technical accuracy, in different forms**

Portfolio: creatively and/or discursively from the following: persuasive, informative, argumentative, reflective, poetry, prose fiction, drama

Literary study and dissertation: critically evaluate literary texts

**Course assessment**

Component	Marks	Duration
Component 1: question paper Literary Study	20	1 hour and 30 minutes
Component 2: question paper Textual Analysis	20	1 hour and 30 minutes
Component 3: Portfolio - writing	30	N/A
Component 4: Project - dissertation	30	N/A

**Question paper: Literary Study**

**20 marks**

This question paper assesses learners' application of their critical reading skills and their knowledge and understanding of previously-studied literary texts.

The question paper has a total mark allocation of 20 marks. This is 20% of the overall marks for the course assessment.

Learners apply their understanding, analysis and evaluation skills to previously-studied texts from one of the following genres: poetry, prose fiction, prose non-fiction, or drama. This takes the form of one appropriately structured critical essay.

**Question paper: Textual Analysis**

**20 marks**

This question paper assesses learners' application of critical reading skills to an unseen literary text.

The question paper has a total mark allocation of 20 marks. This is 20% of the overall marks for the course assessment.

Learners apply their understanding, analysis and evaluation skills to one unseen text. Learners select one text from the genres of poetry, prose fiction, prose non-fiction or drama and produce a critical analysis which is appropriately structured to meet the demands of the question.

**Portfolio-writing****30 marks**

The portfolio-writing provides evidence of learners' skills in writing in two different genres.

The portfolio-writing has a total mark allocation of 30 marks. This is 30% of the overall marks for the course assessment. 15 marks are available for each piece of writing within the portfolio.

Learners write in different genres for a range of purposes and audiences.

**Project-dissertation****30 marks**

The project-dissertation assesses learners' independent reading of complex and sophisticated literature. It provides evidence of learners' skills in critical analysis, evaluation, investigation and writing.

The project-dissertation has a total mark allocation of 30 marks. This is 30% of the overall marks for the course assessment.

The dissertation has three stages:

Planning: learners should choose appropriate texts and formulate a precise and focused dissertation task on an aspect of literature

Research and development: learners should investigate and research relevant materials and record all sources consulted

Writing: learners should write their dissertations, reflecting, redrafting and proofreading before final submission

**Progression**

University degree courses in any subject.

College courses in any subject; HNC, HND in Arts and Social Sciences. Some colleges may give exemptions in their first year courses for students with an Advanced Higher.

Employment in careers related to Arts and Social Sciences.

Professional writing.

### **English: Analysis and Evaluation of Literary Texts (Advanced Higher)**

The purpose of this Unit is to provide learners with opportunities to develop skills in the analysis and evaluation of a wide range of complex and sophisticated literary texts, as appropriate to purpose and audience.

### **English: Creation and Production (Advanced Higher)**

The purpose of this Unit is to provide learners with opportunities to create a range of complex and sophisticated texts, as appropriate to different purposes and audiences.

#### **Progression**

University degree courses in any subject.

College courses in any subject; HNC, HND in Arts and Social Sciences. Some colleges may give exemptions in their first year courses for students with an Advanced Higher.

Employment in careers related to Arts and Social Sciences.

Professional writing.

# Spanish: National 4

*¡hola!*

## Purpose

This course offers learners opportunities to develop a wide range of language skills:

- reading, listening, talking and writing in a modern language
- the ability to understand and use a modern language in a practical and real life context
- the development of cultural awareness
- develop literacy skills and reflect on how this relates to English
- using different media effectively for learning and communication
- using straightforward language to communicate ideas and information
- develop dictionary skills

## Course Details:

The National 4 course consists of 3 units:

1. **Understanding Language:** Developing language skills through reading and listening
2. **Using Language:** Developing language skills through talking and writing.
3. **Added Value Unit:** Learners complete a unit of work on a chosen topic which involves using all 4 language skills: Reading, Writing, Talking & Listening

Within these units, learners will cover a range of topics from the following four contexts:

**Society:** Family & Friends, Lifestyle- Sport, Health, Media- TV, Cinema, Music, Languages - Use of languages, benefits of learning a foreign language, Citizenship- Environment, Recycling, Fairtrade

**Learning:** Opinions about school/education, School in France/Spain, future plans, describing a school day, school rules, facilities

**Employability:** Jobs- advantages/disadvantages of different jobs, pocket money, talking about personality and qualifications, future job possibilities, preparing a job application

**Culture:** Celebrations in another country, Impressions & aspects of other countries.

## Assessment

To achieve the overall award at National 4, learners must pass an internal assessment in all four skill areas: Reading, Writing, Talking & Listening. Learners must also complete the Added Value Unit Assignment, which requires them to investigate and report on a chosen topic with an oral presentation and questions. All assessments are graded Pass/Fail internally to SQA standards.

## Homework

Homework will be given each week, this may be vocabulary revision or completion of a written task. It is essential that learners spend time at home revising vocabulary regularly as this is a crucial part of language development.

**Progression:** A successful pass at National 4 allows for progression to National 5

# Spanish: National 5

*¡hola!*

## Purpose

These courses offer learners the opportunity to develop and extend a wide range of language skills. In particular, the courses aim to enable learners to develop the ability to:

- read, listen, talk and write in Spanish at the appropriate level
- understand and use Spanish as appropriate to purpose, audience and context
- apply knowledge and understanding of the Spanish language

The Course contributes towards the development of literacy skills by providing learners with opportunities to read, listen, talk and write in a modern language, and to reflect on how this relates to English

## Course Structure

This course is made up of two mandatory Units and provides learners with the opportunity to develop their reading, listening, talking and writing skills in order to understand and use a modern language.

The structure of the units enables learners to focus on the skills required to understand and use a modern language and to integrate reading, listening, talking and writing skills across the units. Each unit also offers opportunities for learners to focus on particular skills.

### Unit 1: Modern Languages: Understanding Language (National 5)

The purpose of this unit is to provide learners with the opportunity to develop reading and listening skills in the modern language, and to develop their knowledge and understanding of detailed language in the contexts of society, learning, employability, and culture.

### Unit 2: Modern Languages: Using Language (National 5)

The purpose of this unit is to provide learners with the opportunity to develop talking and writing skills in the modern language, and to develop their knowledge and understanding of detailed language in the contexts of society, learning, employability, and culture.

## Course Content

Within the units mentioned above, learners will cover a wide range of topics from the following four contexts:

**Society**: Family and Friends, Lifestyles, Media, Global Languages, Citizenship

**Learning**: Comparing education systems, Likes and dislikes in school, Preparing for exams, Pressures in school

**Employability**: Achievements and Ambitions, Career plans, Part time jobs, Qualities for future jobs, Work & CVs

**Culture**: Importance of customs/traditions in other countries, learning about aspects of Spain, Comparisons between life in UK and other countries, Foreign Literature/Media,

## **Skills Developed:**

Throughout the course, pupils will develop a range of skills including:

- reading, listening, talking and writing in a modern language
- the ability to understand and use a modern language in a realistic environment
- applying knowledge of a modern language
- applying grammatical knowledge
- plan, research and apply detailed and more complex language skills
- the development of cultural awareness
- develop creative and critical thinking
- develop literacy skills and reflect on how this relates to English
- develop an understanding of how language works
- using different media effectively for learning and communication
- using detailed, more complex language to communicate ideas and information
- explore the interconnected nature of languages
- analysis and evaluation e.g. defining the purpose of a text
- dictionary skills

## **Assessment**

To successfully achieve a National 5 award, learners must complete internal assessments and a final exam.

The Performance Speaking Assignment is worth 25% of the final grade and is completed and assessed internally to meet SQA standards and requirements. This requires learners to prepare a presentation on a chosen topic and then take part in a conversation in French/Spanish which will cover a variety of topics. As this assessment is completed internally, pupils will be appropriately supported in both the planning and preparation of the assessment.

Learners will complete a writing assignment where they will be required to create and submit one piece of writing which will be externally marked by SQA. The writing assignment will be worth 20 marks and will contribute to 12.5% of the course assessment.

In addition to the internal assessment, pupils have a final exam to complete, for which there are two papers.

Paper 1: Reading (25%) & Writing (12.5%)

Paper 2: Listening (25%)

## **Homework**

Homework will be given on a weekly basis. It will require pupils to complete a task/s developing their reading, writing, listening or talking skills. On top of this, it is essential that pupils spend time at home revising vocabulary regularly as this is a vital part of progression.

## **Entry & Progression**

Success at National 5 allows for progression to the Higher course.

# Spanish: Higher for CfE

¡hola!

## Aim

The new Higher course offers learners the opportunity to develop and extend a wide range of language and communication skills. In particular, the course aims to enable learners to develop the

ability to:

- read, listen, speak and write in Spanish at an advanced level
- understand and use Spanish as appropriate to purpose, audience and context
- apply knowledge and understanding of the Spanish language

## Course details

The course material comprises *Higher Spanish course notes*, *Higher Still Spanish Course* (Highland version) and *Scholar*, specially written for pupils studying for the new Scottish Higher Spanish exam. This will be supplemented by a wide variety of other material, including work online and at home. There will also be an emphasis on the culture of France and learners will have the opportunity to study French films, literature and music.

This Course is made up of two mandatory Units providing learners with the opportunity to develop their reading, listening, talking and writing skills, in order to understand and use a modern language. The two units, taken together, include the four language skills of reading, listening, talking and writing.

The structure of the units enables learners to focus on the skills required to understand and use a modern language, and to integrate reading, listening, talking and writing skills across the units. Each unit also offers opportunities for learners to focus on particular skills.

### Unit 1: Modern Languages: Understanding Language (Higher)

The purpose of this unit is to provide learners with the opportunity to develop and extend reading and listening skills in the modern language, and to develop their knowledge and understanding of detailed and complex language in the contexts of society, learning, employability, and culture.

### Unit 2: Modern Languages: Using Language (Higher)

The purpose of this unit is to provide learners with the opportunity to develop and extend talking and writing skills in the modern language, and to develop their knowledge and understanding of detailed and complex language in the contexts of society, learning, employability, and culture.

### Skills which learners will develop

Learners will be able to:

- read, listen, talk and write in a modern language
- understand and use a modern language
- develop the language skills of translation
- apply knowledge and understanding of a modern language

## **Opportunities for Learners**

Learners will be able to:

- develop detailed and complex language skills in the meaningful real-life contexts of society, learning, employability, and culture
- develop skills in reading, listening, talking and writing
- understand how language works
- use different media effectively for learning and communication
- use language to communicate ideas and information effectively

## **Assessment**

Learners are required to pass both the Understanding Language and Using Language Units. Both units will be assessed internally as pass or fail by the school and are quality assured by the SQA.

Learners will also complete a Course Assessment. This is a two-part Speaking Performance with a presentation and conversation. The Performance is marked internally to SQA standards.

To achieve the overall award pupils must pass all of the units along with the Course Assessment.

In addition to the Internal Assessments, to successfully achieve the Higher award, learners will have to complete an external exam, which includes two papers

### **Paper 1 Reading and Directed Writing**

Section 1 Reading: Questions in English about a written text in the modern language

Section 2 Writing: One written text in the modern language in response to questions on a prepared topic

### **Paper 2 Listening and Writing**

Section 1 Listening: One monologue and one conversation, with questions in English

Section 2 Writing: One piece of writing in the modern language, on a topic relating to the Listening Section

## **Progression**

Pupils gaining a Higher pass at A or B could progress to Advanced Higher.

# Why study a language?

## Where can languages take you?

Whichever career you hope to pursue you will need to be a confident and able communicator. Knowing a foreign language will help! The new National 4/5 courses in French and Spanish will give you a much deeper insight into another culture and the opportunity to improve your own understanding of a foreign language.



There are many university courses now available which combine languages with other fields of study e.g. languages with engineering, computing, sciences, law, business and music. Languages are viewed as a desirable, even essential skill by many employers. Having one or more foreign language makes the possibility of working abroad much more accessible and increases job prospects at home.

## Skills developed through learning a language

The skills developed through learning another language are invaluable; along with developing your knowledge of a second language you develop a better understanding of English.

- Being able to communicate in more than one language will allow you to seize opportunities all over the world both in terms of employment and also personally and socially.
- Employers value language skills for their potential to open up new markets and the ability to communicate with customers and clients. You do not necessarily have to be fluent in a foreign language as many employers are looking for people with conversational skills.
- Learning a language is not just about being able to speak it, but also learning about other cultures and different attitudes and values. By understanding cultural differences you will become more aware of your own culture, and more appreciative of diversity.
- You will interact better with people from different backgrounds and will adjust to new environments more easily.
- The ability to communicate in another language develops a number of, skills and attitudes which are critical for your success at university and beyond. You will develop your critical thinking, ability to compare and contrast, analyse and assess information and improve your observational skills. You will also become more aware of your own language, helping you to become a more effective communicator.

# **Mathematics**

*Levels of study: National 3, National 4, National 5, Higher and Advanced Higher*

## **National 3**

### **Recommended Entry**

Entry to this Course is at the discretion of the centre. However, learners would normally be expected to have prior learning and experience. Relevant experiences and outcomes may also provide an appropriate basis for doing this Course.

### **Course Details**

This course has 3 units:

**Manage Money and Data** - the general aim of this Unit is to enable learners to apply their skills, knowledge and understanding of mathematics and numeracy to manage money and data in real-life contexts.

**Shape, Space and Measures** - the general aims of this Unit is to enable learners to apply their skills, knowledge and understanding of shape, space and measures in real-life contexts.

**Numeracy** - the general aim of this Unit is to develop learners' numerical and information handling skills to solve simple, real-life problems involving number, money, time and measurement.

### **Assessment and Certification**

To achieve the National 3 Application of Mathematics Course, learners **must pass all** of the required Units.

Achievement of this Course gives automatic certification of **Numeracy at SCQF level 3**

### **Progression**

On successful completion of this Course, the learner could progress to National 4 Mathematics

## National 4

### Recommended Entry

Pupils should have achieved the National 3 Application of Mathematics Course or relevant component units or equivalent qualifications and/or experience prior to starting this course.

### Course Details

This course has 4 units:

**Expressions and Formulae** - the Outcomes cover aspects of algebra, geometry, statistics and reasoning.

**Relationships** - the Outcomes cover aspects of algebra, geometry, trigonometry, statistics and reasoning.

**Numeracy** - the general aim of this Unit is to develop learners' numerical and information handling skills to solve straightforward, real-life problems involving number, money, time and measurement

**Added Value Unit** - the general aim of this Unit is to enable the learner to provide evidence of added value for the National 4 Mathematics Course through the successful completion of a test which will allow the learner to demonstrate breadth and challenge.

### Assessment and Certification

To achieve the National 4 Mathematics Course, learners **must pass all** of the required Units, including the Added Value Unit.

The Added Value unit is in form of a test that is internally marked.

Achievement of this Course gives automatic certification of **Numeracy at SCQF level 4**

### Progression

On successful completion of this Course, the learner could progress to National 5 Mathematics

# National 5

## Recommended Entry

Pupils should have achieved the fourth curriculum level or the National 4 Mathematics course or equivalent qualifications and/or experience prior to starting this course.

## Course Details

This course has 3 units:

**Expressions and Formulae** - the outcomes cover aspects of number, algebra, geometry and reasoning.

**Relationships** - the outcomes cover aspects of algebra, geometry, trigonometry and reasoning.

**Applications** - the outcomes cover aspects of trigonometry, geometry, number processes, statistics and also skills in reasoning.

## Assessment and Certification

The course will be assessed through two question papers (exams), which will be marked by SQA and graded A to D.

Question paper 1 is 50 marks and question paper 2 is worth 60 marks.

The question papers will assess the learner's understanding of the underlying processes involved in numerical, algebraic, geometric, trigonometric, calculus, and reasoning skills.

Achievement of this Course gives automatic certification of **Numeracy at SCQF level 5**

## Progression

On successful completion of this Course, the learner could progress to Higher Mathematics

## Higher

### Recommended Entry

Pupils should have attained a good pass at National 5 mathematics.

### Course Details

The course is divided into three units of equal length.

**Expressions and Functions** - the outcomes cover aspects of algebra, geometry and trigonometry and also skills in mathematical reasoning and modelling.

**Relationships and calculus** - the outcomes cover aspects of algebra, trigonometry, calculus and also skills in mathematical reasoning and modelling.

**Applications** - the outcomes cover aspects of algebra, geometry, calculus, and also skills in mathematical reasoning and modelling.

### Assessment and Certification

The course will be assessed through two question papers (exams), which will be marked by SQA and graded A to D.

Question paper 1 is 70 marks and question paper 2 is worth 80 marks.

The question papers will assess the learner's understanding of the underlying processes involved in numerical, algebraic, geometric, trigonometric, calculus, and reasoning skills.

Achievement of this Course gives automatic certification of **Numeracy at SCQF level 6**

### Progression

Pupils who achieve Higher Mathematics may progress to Advanced Higher Mathematics.

It is an entry requirement for many University degrees.

It can also lead to employment in careers related to mathematics.

## Advanced Higher

### Recommended Entry

Pupils should have attained a good pass at higher mathematics.

### Course Details

The course is divided into three units.

**Calculus** - the focus is on differentiation and integration

**Algebra, proof and number theory**

**Matrices, vectors and complex numbers**

### Assessment and Certification

The learner will draw on and apply the skills they have learned during the Course. This will be assessed within a question paper, requiring demonstration of the breadth of knowledge and skills acquired from across the Units of the Course, sometimes in integrated ways. As an aid to meeting these aims, skills in using a calculator will be developed and a calculator will be permitted in part of the question paper.

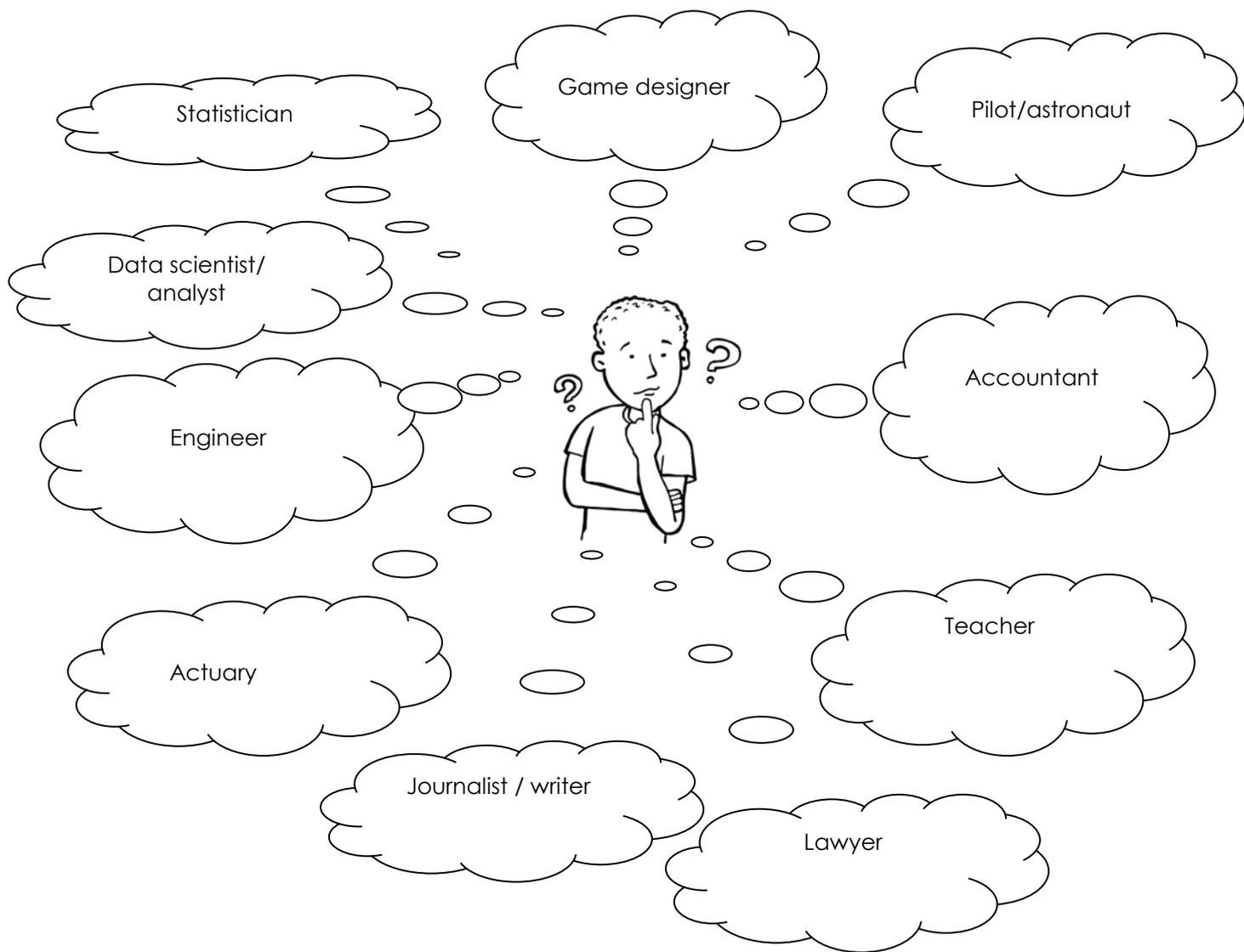
The course will be assessed through two question papers (exams), which will be marked by SQA and graded A to D.

Question paper 1 is 35 marks and question paper 2 is worth 80 marks.

### Progression

Pupils who achieve Advanced Higher Mathematics may progress to courses in colleges and universities.

It can also lead to employment in careers related to mathematics.



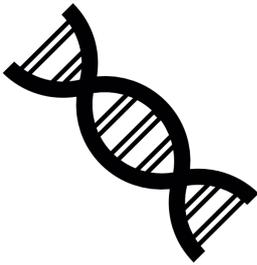
More in depth details for the course are available on the SQA Mathematics page:  
<https://www.sqa.org.uk/sqa/45847.html>

# Biology

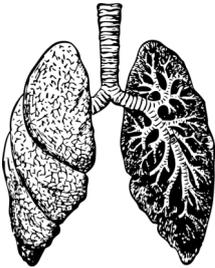
*Levels of study: National 3, National 4, National 5*

## The Biology Course:

There will be three course levels offered by the Science Department in the Senior Phase next session. The course level a pupil follows will depend upon their prior attainment, information on a pupils recommended level of study will be provided via pupil reports.



**Cell Biology** - this unit examines how cells can be used to help society and the environment. Pupils will discuss the ethics behind new technologies used to provide medicines and diagnose health problems. As pupils progress their study through to N5 level they will gain a deeper understanding of how animal/plant cells work to keep us alive and the role of DNA in making us unique.



**Multicellular Organisms** - this unit explores how cells work together and specialise to make different organisms. Pupils will learn how their body systems work together to keep us healthy and how it responds to change.



**Life On Earth** - this unit takes pupils on a journey around the world to investigate different environments and how plants/animals adapt to survive and live together. As pupils progress through to national 5 level they learn about variation and the work of Charles Darwin.

## Assessment

Assessment at **National 3** will be done internally on a unit by unit basis, using an assessment at the end of each unit. Pupils need to achieve a 50% pass in each unit in order to gain a course award.

Assessment at **National 4** is again internal on a unit by unit basis, using an assessment at the end of each unit. In addition to the 3 unit assessments pupils must also complete an added value unit. The Added Value unit requires pupils to carry out research and communicate their findings - this is internally marked.

Assessment at **National 5** involves external assessment.

The external assessment involves an exam and an assignment. The 100 mark exam is worth 80% of the total marks and the 20 mark assignment is worth 20% of the total marks. The assignment is similar to the National 4 Added Value unit in that pupils have to carry out practical work, additional research and communicate the findings but this is externally marked by the SQA.

## Where can Biology Take me?



Lab Technician

Marine Biology

Vet Nursing / Vet Medicine / Animal Care

Nursing / Midwifery / Speech therapist / Dietician / Education Psychology

Food Technology / Food tester

Microbiology / Brewing Industry

Journalist / Writer

Lawyer / Patent Attorney ./ Solicitor

Agriculture / Crop Research /

Environmental Science / Environmental Health Officer

Sport Science / Physiotherapy

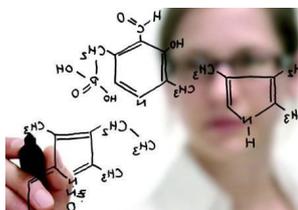
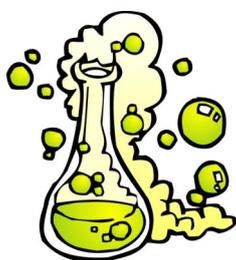
# Chemistry

Levels of Study: National 3, National 4, National 5, Higher

## The Chemistry Course:

There will be four course levels offered by the Science Department in the Senior Phase next session. The course level a pupil follows will depend upon their prior attainment, information on a pupils recommended level of study will be provided via pupil reports.

The N3- Higher Chemistry courses all follow the same 3 base units:



- **Chemical Changes & Structure** - this unit introduces the basics of chemistry. As pupils progress their study through to Higher level they will gain a deeper understanding of the matter that makes the world around them and how to manipulate chemical reactions to benefit society.
- **Nature's Chemistry** - this unit explores the chemical reactions that happen around us in our daily lives. Throughout the levels pupils build their knowledge of reactions involving fuels and food! A very practical hands-on unit that pupils enjoy!
- **Chemistry in Society** - this unit investigates how humans exploit the World's natural resources to meet society's needs. Pupils will explore how metals, fertilisers and nuclear materials are processed for use.

## Assessment

Assessment at **National 3** will be done internally on a unit by unit basis, using an assessment at the end of each unit. Pupils need to achieve a 50% pass in each unit in order to gain a course award.

Assessment at **National 4** is again internal on a unit by unit basis, using an assessment at the end of each unit. In addition to the 3 unit assessments pupils must also complete an added value unit. The Added Value unit requires pupils to carry out research and communicate their findings - this is internally marked.

Assessment at **National 5** involves external assessment. The external assessment involves an exam and an assignment. The 100 mark exam is worth 80% of the total marks and the 20 mark assignment is worth 20% of the total marks. The assignment is similar to the National 4 Added Value unit in that pupils have to carry out practical work, additional research and communicate the findings but this is externally marked by the SQA.

Assessment at **Higher** involves external assessment. A 2 paper exam - 25 multiple choice, 95 marks extended answer - makes up 80% of the final grade. An assignment makes up the remaining 20%.

## Where Can Chemistry Take Me?



Lab technician

Pharmacist

Forensic Scientist

Nursing / Midwifery / speech therapist / dietician / educational psychology

Food technology / taste tester

Journalist / writer

Agriculture / crop research

Environmental scientist / environmental health officer

Toxicologist

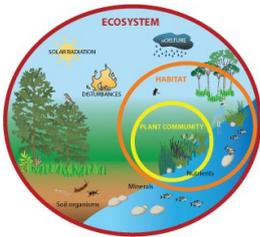
# Environmental Science

Levels of Study: National 3, National 4, National 5, Higher

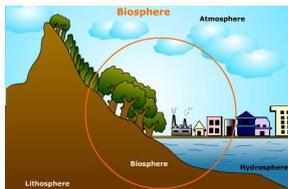
## The Environmental Science Course:

There will be four course levels offered jointly by the Science & Social Subjects Department in the Senior Phase next session. The course level a pupil follows will depend upon their prior attainment, information on a pupils recommended level of study will be provided via pupil reports.

The N3- Higher Environmental Science courses all follow the same 3 units:



- **Living Environment** - This unit explores different ecosystems, biodiversity and interdependence. Pupils get the chance to develop their biological/geographical fieldwork skills.



- **Earth's Resources** - This unit gives an overview of Earth's systems and their interactions - the geosphere, the biosphere, the hydrosphere and the atmosphere.



- **Sustainability** - This unit introduces how food, waste, water and energy are managed locally, globally and by the government.

# Assessments

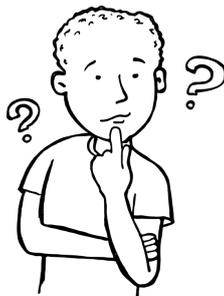
Assessment at **National 3** will be done internally on a unit by unit basis, using an assessment at the end of each unit. Pupils need to achieve a 50% pass in each unit in order to gain a course award.

Assessment at **National 4** is again internal on a unit by unit basis, using an assessment at the end of each unit. In addition to the 3 unit assessments pupils must also complete an added value unit. The Added Value unit requires pupils to carry out research and communicate their findings - this is internally marked.

Assessment at **National 5** involves external assessment. The external assessment involves an exam and an assignment. The 100 mark exam is worth 80% of the total marks and the 20 mark assignment is worth 20% of the total marks. The assignment is similar to the National 4 Added Value unit in that pupils have to carry out practical work, additional research and communicate the findings but this is externally marked by the SQA.

Assessment at **Higher** involves an exam paper for 80% of the grade and an assignment for 20% of the final grade.

## Where Can Environmental Science Take Me?



Geophysicist

Radiation Protection Officer

Recycling Officer

Land management / Game Keeper / Crofter / Fish farm

Meteorologist

Journalist / writer

Nature Conservationist

Energy Engineer

Environmental Protection Office

# Physics

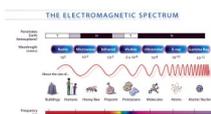
## Levels of Study: National 3, National 4, National 5, Higher

There will be four course levels offered by the Science Department in the Senior Phase next session. The course level a pupil follows will depend upon their prior attainment, information on a pupils recommended level of study will be provided via pupil reports.

The N3- N5 Physics courses all follow the same 3 base units:



- **Electricity & Energy** - This unit explores different stores of energy and how energy is transferred.



- **Waves & Radiation** - This unit explores electromagnetic waves and nuclear radiation.



- **Dynamics & Space** - (Our Dynamic Universe at Higher) This unit explores the relationship involving forces in transport and the study of the universe.

The Higher Physics course has 3 main units;

- **Dynamics and Space** - This unit explores areas such as; equations of motion, the Doppler Effect and Einstein's theory of special relativity and expanding universe.
- **Particles and Waves** - This unit explores areas such as; behavior of light, nuclear physics and particle accelerators, like the Large Hadron Collider.
- **Electricity** - This unit explores areas such as; electrical circuits and semiconductors

The Advanced Higher Physics course has 3 main units;

- **Rotational Motion and Astrophysics** - This unit explores areas such as; Kinematic relationships, Angular motion, Rotational dynamics, Gravitation, General relativity and stellar physics
- **Quanta and Waves** - This unit explores areas such as; Introduction to quantum theory, Particles from space, Simple harmonic motion, Waves, Interference and Polarisation
- **Electromagnetism** - This unit explores areas such as; Fields, Circuits and Electromagnetic radiation

*Higher and Advanced Higher Physics have an additional half unit on investigating Physics which presents pupils the opportunity to carry out a practical investigation and research project*

### **Assessment**

Assessment at **National 3** will be done internally on a unit by unit basis, using an assessment at the end of each unit. Pupils need to achieve a 50% pass in each unit in order to gain a course award.

Assessment at **National 4** is again internal on a unit by unit basis, using an assessment at the end of each unit. In addition to the 3 unit assessments pupils must also complete an added value unit. The Added Value unit requires pupils to carry out research and communicate their findings - this is internally marked.

Assessment at **National 5** involves external assessment. The external assessment involves an exam and an assignment. The 135 mark exam is worth 80% of the total marks and the 20 mark assignment is worth 20% of the total marks. The assignment is similar to the National 4 Added Value unit in that pupils have to carry out practical work, additional research and communicate the findings but this is externally marked by the SQA.

Assessment at **Higher** involves the same external assessment as National 5. The only difference is the weight of marks they carry. The question paper is 155 marks and the assignment is worth 20 marks.

Assessment at **Advanced Higher** involves an external assessment and project. The 155 marks exam is worth 75% of the total marks and the 30 marks project is worth 25% of the total marks.

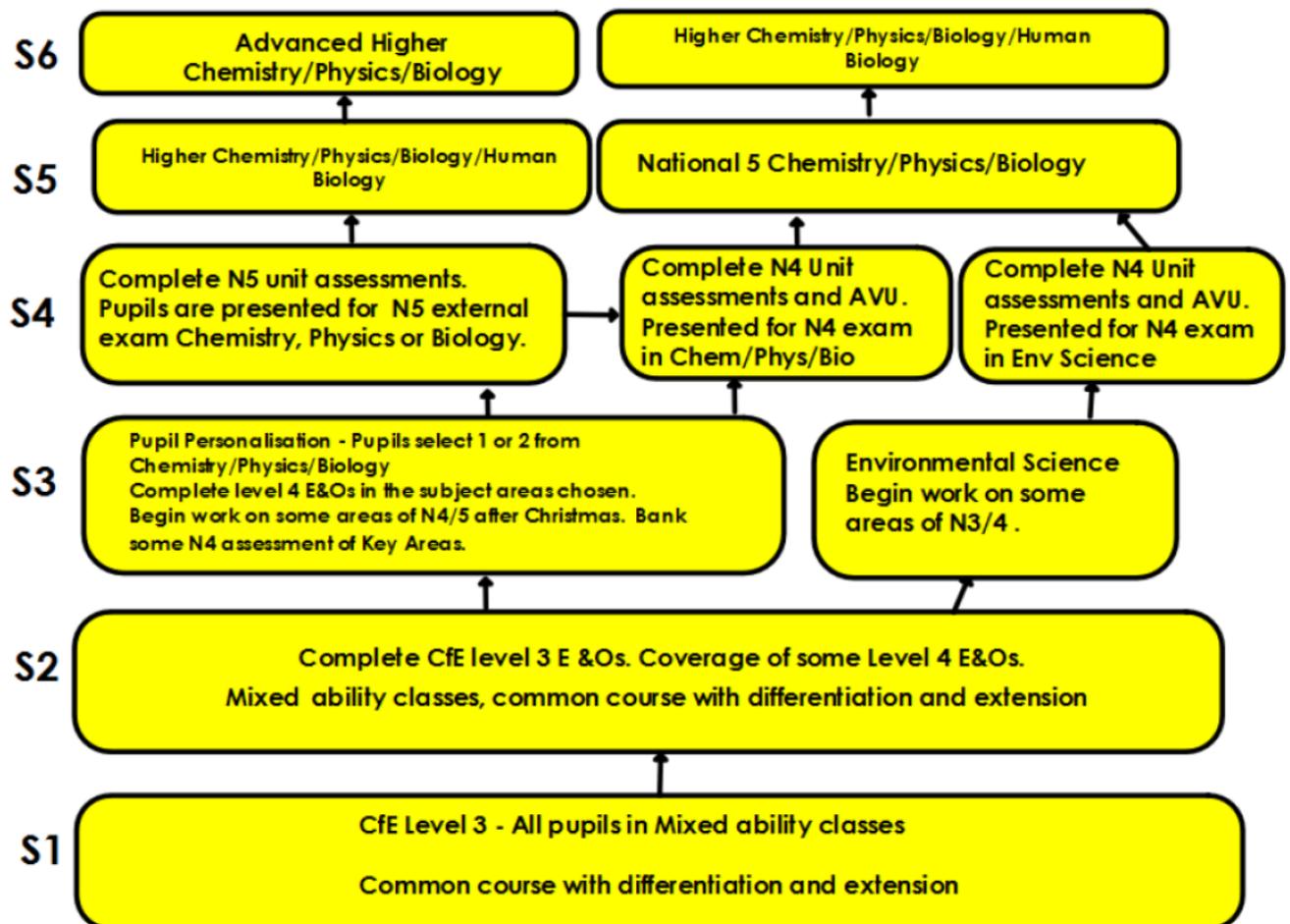
# Where Can Physics Take Me?



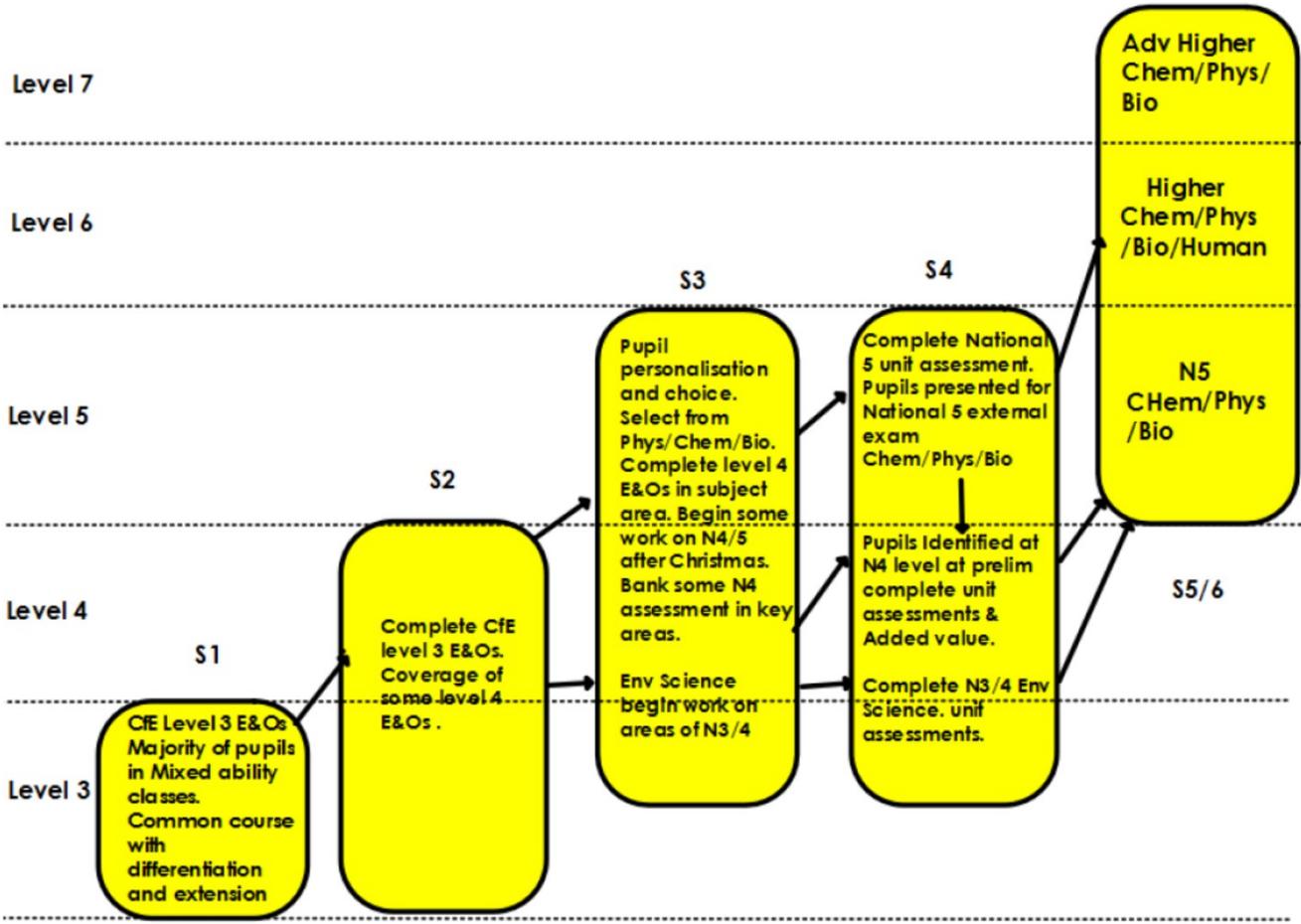
Geophysicist  
Radiation Protection Officer  
Pilot  
ICT/ Systems developer/ Computer programmer  
Meteorologist  
Journalist / writer  
Armed Forces  
Energy Engineer  
Radiographer

## Progression Routes In Science

The following schematic shows what curriculum levels and progression routes are available in science as pupils move from BGE to the senior phase. During the senior phase most pupils will likely follow a N4 or N5 course, although some may benefit from following life skills, skills for work, N2 or N3 Biology courses.



It is recommended that learners have achieved a pass at N5 English and Maths before attempting a Higher Science





Levels of study: National 3, National 4, National 5

## The Geography Course:

There will be three course levels offered by the Social Studies Department in the Senior Phase next session. The course level a pupil follows will depend upon their prior attainment; information on a pupils recommended level of study will be provided via pupil reports.

The main aim of *Geography* is to help pupils develop an understanding of aspects of the contemporary world, through use of the concepts and techniques of geographical analysis. With growing awareness of the impact of human activity upon the environment and scarce resources, the study of *Geography* promotes positive life-long attitudes of environmental stewardship, sustainability and global citizenship. Through the successful completion of this Course learners will develop a range of important and transferrable skills including: using, interpreting, evaluating and analysing a range of geographical information; using a range of maps and other data; researching skills and fieldwork skills,

The contexts for N3, N4 and N5 *Geography* courses will be the same:

### Physical Environments

The following will be studied:

Coastal environments (Dorset case study)

Glaciated environments (Cairngorms case study)

Weather systems



### Human Environments

Population

Development

Rural environments (USA and India case studies)

Urban environments (Glasgow and Rio De Janeiro case studies)

## Global Issues

Two of the following will be studied:

Climate Change

Development and Health (Malaria & HIV/AIDS case studies)

Environmental Hazards

Trade and Globalisation



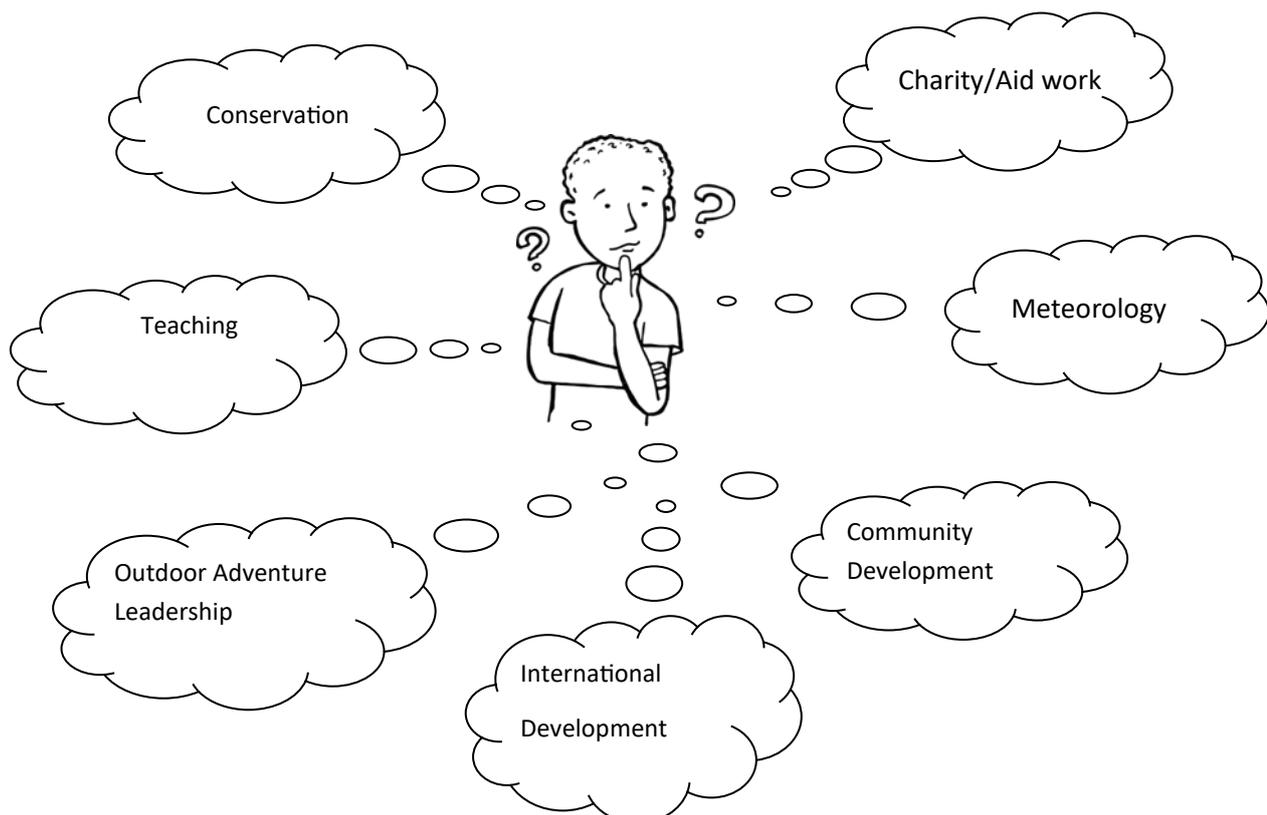
## ASSESSMENT

Assessment at National 3 will be done internally on a unit by unit basis, using an assessment at the end of each unit. Pupils need to achieve a 50% pass in each unit in order to gain a course award.

Assessment at National 4 is again internal on a unit by unit basis, using an assessment at the end of each unit. In addition to the 3 unit assessments pupils must also complete an Added Value Unit. The Added Value Unit requires pupils to carry out fieldwork and communicate their findings - this is internally marked.

Assessment at National 5 involves external assessment.

The external assessment involves an exam and an assignment. The 80 mark exam is worth 80% of the total marks and the 20 mark assignment is worth 20% of the total mark. The assignment is similar to the National 4 Added Value unit in that pupils have to carry out fieldwork on their chosen topic and communicate the findings but this is externally marked by the SQA.



## **Geography: Higher (CfE)**

The new Higher Geography National Courses reflects CfE values, purposes and principles. This course adds breadth and depth to the understanding of physical and human environments and their interrelationships developed previously. It also extends evaluative skills and the range of geographical methods and techniques.

### **Recommended Entry**

Students would normally be expected to have attained a National 5 in Geography, or a Higher in another social subject.

### **Course Details**

The Course is externally assessed, it has three mandatory Units and an assignment.

The exam is divided into two papers: Question Paper 1 (Physical and Human environments) is worth 100 marks and is scaled down by SQA to represent 46% of the overall marks. For the course assessment. Question Paper 2 (Global issues and Geographical skills) is worth 60 marks scaled by SQA to represent 27% of the overall marks.

The Assignment is worth 30 marks which represent 27% of the overall marks of the course assessment.

The following topics are studied:

### **Geography: Physical Environments**

Learners will develop and apply knowledge and understanding of the complex processes and interactions at work within physical environments on a local, regional and global scale. Key topics include: OS mapwork, atmosphere, hydrosphere, lithosphere and biosphere.

### **Geography: Human Environments**

Learners will develop and apply knowledge and understanding of the complex processes and interactions at work within urban and rural environments and the management of urban and rural land use change in developed and developing countries. Key topics include: population, rural land use change and management, urban change and management.



## The History Course:

There will be two course levels offered by the Social Studies Department in the Senior Phase next session. The course level a pupil follows will depend upon their prior attainment; information on a pupils recommended level of study will be provided via pupil reports.

Throughout the course pupils will develop their abilities to understand and analyse issues & events, to put forward their ideas in a clear manner, to support their opinions with evidence and organizing material in a logical and coherent way. The analytical and critical reasoning skills gained through studying past people and events open up opportunities in a number of careers where the ability to select, manage and organise information are required. In addition, history provides the pupils the basis to become independent thinkers in a world which is constantly changing and where there might be more than one truth.

The contexts for N4 and N5 History courses will be the same:

### The Scottish Unit

One of the following will be studied:

The Wars of Independence, 1286-1328

Migration and Empire, 1830-1939

The Era of the Great War, 1900-1928



### The British Unit

One of the following will be studied:

The Atlantic Slave Trade, 1770-1807

Changing Britain, 1760-1914

The Making of Modern Britain, 1880-1951

## The European and World Unit

One of the following will be studied:

Hitler and Nazi Germany, 1919-1939

Civil Rights in the USA, 1918-1968

The Cold War 1945-89



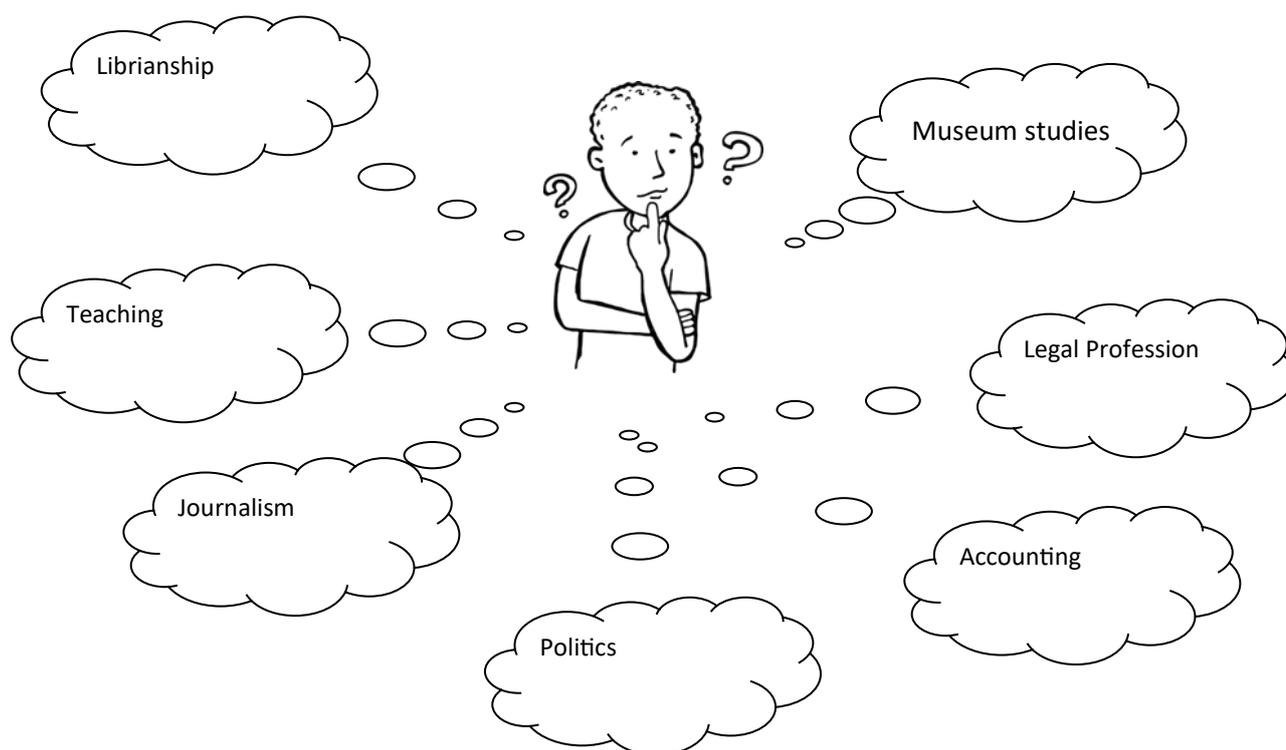
## ASSESSMENT

Assessment at National 4 is internal on a unit by unit basis, using an assessment at the end of each unit. In addition to the 3 unit assessments pupils must also complete an added value unit. The Added Value Unit requires pupils to carry out research and communicate their findings - this is internally marked.

Assessment at National 5 involves external assessment.

The external assessment involves an exam and an assignment. The 80 mark exam is worth 80% of the total marks and the 20 mark assignment is worth 20% of the total mark. The assignment is similar to the National 4 Added Value unit in that pupils have to carry out research on their chosen topic and communicate the findings but this is externally marked by the SQA.

## Where can history take me?



# History: Higher (CfE)

Higher History will help pupils to acquire breadth and depth in their knowledge and understanding of the past through the study of Scottish, British, European and world contexts in a variety of time periods. It will build upon previous skills and is appropriate for those who wish to develop an understanding of history or who are seeking to progress and specialise in further historical study.

## Recommended Entry

Students would normally be expected to have attained a National 5 in History, or a Higher in another social subject.

## Course Details

The Course has three mandatory Units and an externally assessed assignment. The exam has two components: Question Paper 1 (British, European and world history) is worth 44 marks and is 40% of the overall marks for the course assessment. Question Paper 2 is worth 36 marks and is 33% of the overall marks. The Assignment is worth 30 marks and is 27% of the overall marks for the course assessment.

One topic under each of the following categories will be studied.

### The European and World Unit

One of the following will be studied:

Red Flag: Lenin and the Russian Revolution, 1894-1921

The Cold War 1945-89

Free at Last? Civil Rights in the USA, 1918-1968

### The British Unit

One of the following will be studied:

Changing Britain, 1760-1914

The Making of Modern Britain, 1880-1951

### The Scottish Unit

One of the following will be studied:

The Wars of Independence, 1286-1328

Migration and Empire, 1830-1939

The Era of the Great War, 1900-1928

# Graphic Communication: National 4/5

The course develops knowledge and skills in sketching and drawing everyday items in orthographic and pictorial projections using both manual and computer-aided methods. Communication by Graphical means is an important element in the construction, engineering and consumer industries.

The aims of the Course are to enable you to develop:

- skills in graphic communication techniques, including the use of equipment, materials and software;
- extend and apply knowledge and understanding of graphic communication standards and protocols, where these apply
- an understanding of the impact of graphic communication technologies on our environment and society

## Course units

### 2D Graphic Communication (National 4 and 5)

This Unit helps you develop your creativity and skills within a 2D graphic communication context. It will allow you to initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts.

### 3D and Pictorial Graphic Communication (National 4 and 5)

This Unit helps you develop your creativity and skills within a 3D and pictorial graphic communication context. Again, it will allow you to initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts.

### Added Value Unit (National 4). Course Assignment (National 5)

You will draw on, extend and apply the skills and knowledge you have developed during the Course. This will be assessed through a project requiring application of skills and knowledge from the Units to produce an effective overall response to the project brief.

### Assessment National 4

To gain an award at **National 4** you will have to pass both course units plus the added value unit, all of which will be internally assessed and subject to SQA verification.

Assessment at **National 5** will consist of a course assignment and a final written exam.

### Assessment National 5

The course assignment is externally assessed by SQA and is worth 33% of the overall course assessment.

The final exam is worth 67% of the overall course assessment.

**Homework:**

Homework will be given on a regular basis throughout the course in order to give pupils the opportunity to consolidate the work covered in school.

**Progression**

Higher Graphic Communication

A qualification in Graphic Communication is an ideal preparation for further study or employment. It is particularly useful for careers in design, engineering and architecture and careers which require the ability to interpret information from working drawings. The expertise developed in computer-aided work would be extremely useful in any area of work where the ability to use computer packages is required e.g. Engineering, Architecture, Graphic Design, Advertising, Publishing, Technical illustration, Draughtsman.

# Practical Woodworking: National 4

The National 4 Practical Woodworking Course enables learners to gain skills in woodworking techniques and in measuring and marking out timber sections and sheet materials. Learners develop safe working practices in workshop environments, practical creativity and problem-solving skills, and knowledge of sustainability issues in a practical woodworking context.

The aims of the Course are to enable learners to develop:

- ◆ skills in woodworking techniques
- ◆ skills in measuring and marking out timber sections and sheet materials
- ◆ safe working practices in workshop environments
- ◆ practical creativity and problem-solving skills
- ◆ knowledge of sustainability issues in a practical woodworking context



## Course units N4

The ability to read and interpret drawings and diagrams is developed in each Course Unit. Learners will also develop their knowledge and understanding of woodworking materials, recycling and sustainability issues, as well as an appreciation of safe working practices in a workshop environment.

Units at **National 4** will cover a wide range of joining methods and learners will be expected to work within a specified degree of accuracy (Typically +/- 2mm at Nat 4).

### Practical Woodworking: Flat Frame Construction

The general aim of this Unit is for learners to develop practical skills in the use of woodworking tools and the production of flat-frame woodworking joints and assemblies.

### Practical Woodworking: Carcase Construction

The general aim of this Unit is for learners to develop practical skills in the use of woodworking tools and the production of a range of woodworking joints and assemblies commonly used in carcase construction.

### Practical Woodworking: Machining and Finishing

The general aim of this Unit is for learners to develop practical skills in using a range of common woodworking machine and power tools and in a variety of surface preparation and finishing techniques.

### **Added Value unit: Making a Finished Product from Wood**

This is the Added Value Unit in the National 4 Practical Woodworking Course. The general aim of this Unit is to enable the learner to provide evidence of added value for the National 4 Practical Woodworking Course through the successful completion of a practical activity which will allow the learner to demonstrate breadth, challenge and/or application.

Learners who complete this Unit will be able to:

1 Produce and apply a finish to a product in wood

### **Course diary**

A record of progress through the practical activity (such as an informal diary or electronic log or blog) produced by the learner. Information in the diary should include when tasks are completed, areas that have been an issue for the learner, safe working practices, and strength and weaknesses. The diary should also indicate where practical creativity has been demonstrated.

### **Assessment:**

Course assessment depends on successful completion of the course units plus the added value unit to required degree of accuracy.

### **Progression:**

This Course or its Units may provide progression to:

- National 5 Practical Woodwork
- A range of other practical technological Courses at National 5
- Skills for Work and sector-specific SQA qualifications

# Practical Woodworking: National 5

The National 5 Practical Woodworking Course enables learners to gain skills in woodworking techniques and in measuring and marking out timber sections and sheet materials. Learners develop safe working practices in workshop environments, practical creativity and problem-solving skills, and knowledge of sustainability issues in a practical woodworking context.

**The aims of the Course are to enable learners to develop:**

- woodworking techniques
- measuring and marking out timber sections and sheet materials
- safe working practices in workshop environments
- practical creativity and problem-solving skills
- sustainability issues in a practical woodworking context



## **Course content**

This course develops skills in three main areas. Each area provides opportunities for candidates to understand safe working practices, sustainability issues, and good practice in recycling within a workshop environment. Each area of study covers a different set of woodworking skills. All areas include skills and associated knowledge in measuring, marking out, cutting and jointing techniques. (Degree of accuracy typically +/-1mm at Nat 5)

**The areas of study are:**

### **Flat-frame construction**

Candidates develop skills, knowledge and understanding in the use of woodworking tools and in making woodworking joints and assemblies commonly used in flat-frame joinery, involving complex features. Candidates develop their ability to read and use drawings and diagrams depicting both familiar and unfamiliar woodwork tasks.

### **Carcase construction**

Candidates develop skills, knowledge and understanding in the use of woodworking tools and in making woodworking joints and assemblies commonly used in carcass construction, involving complex features. This may include working with manufactured board or with frames and panels. Candidates use working drawings or diagrams in both familiar and unfamiliar contexts that require some interpretation on their part.

### **Machining and finishing**

Candidates develop skills, knowledge and understanding in using machine and power tools. Candidates also develop skills in a variety of woodworking surface preparations and finishing techniques.

## **Skills, knowledge and understanding for the course**

The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- using a range of woodworking tools, equipment and materials safely and correctly for woodworking tasks with some complex features
- adjusting tools where necessary, following safe practices
- reading and interpreting drawings and diagrams in familiar and some unfamiliar contexts
- measuring and marking out timber sections and sheet materials in preparation for cutting and shaping tasks with some complex features
- practical creativity in the context of simple and familiar woodworking tasks with some complex features
- following, with autonomy, given stages of a practical problem-solving approach to woodworking tasks
- applying knowledge and understanding of safe working practices in a workshop environment
- knowledge and understanding of the properties and uses of a range of woodworking materials
- knowledge and understanding of sustainability issues in a practical woodworking context

## **Course Assessment**

**Course assessment consists of two components:**

- a practical assignment provided each year by the SQA which will assess practical skills
- a question paper which assesses knowledge and understanding.

The following marks are awarded to each component:

<b>Question paper</b>	<b>30%</b>
<b>Practical Assignment</b>	<b>70%</b>

## **Course diary**

A record of progress through the practical activity (such as an informal diary or electronic log or blog) produced by the learner. Information in the diary should include when tasks are completed, areas that have been an issue for the learner, safe working practices, and strength and weaknesses. The diary should also indicate where practical creativity has been demonstrated.

**This Course or its Units may provide progression to:**

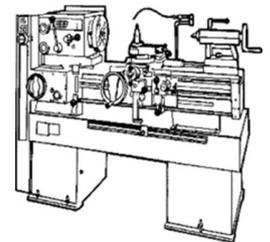
- **Careers in construction / joinery**
- **A range of other practical technological Courses at National 5**
- **Skills for Work and sector-specific SQA qualifications**

## Practical Metalwork: National 4

The National 4 Practical Metalworking Course enables learners to gain skills in metalworking techniques and in measuring and marking out metal sections and sheet materials. Learners develop safe working practices in workshop environments, practical creativity and problem-solving skills, and knowledge of sustainability issues in a practical metalworking context.

**The aims of the Course are to enable learners to develop:**

- ◆ skills in metalworking techniques
- ◆ skills in measuring and marking out metal sections and sheet materials
- ◆ safe working practices in workshop environments
- ◆ practical creativity and problem-solving skills
- ◆ knowledge of sustainability issues in a practical metalworking context



### Course units N4

The ability to read and interpret drawings and diagrams is developed in each Course Unit. Learners will also develop their knowledge and understanding of metalworking materials, tools, machines, recycling and sustainability issues, as well as an appreciation of safe working practices in a workshop environment.

Units at National 4 will cover a wide range of bench and machine skills. Learners will be expected to work within a specified degree of accuracy (Typically +/- 1mm at Nat 4 for marking out and bench fitting skills).

### Practical Metalworking: Bench Skills

Learners who complete this Unit will be able to:

- 1 Prepare for metalwork bench tasks
- 2 Use a range of marking out tools and hand tools
- 3 Manufacture metalwork products from working drawings using bench-fitting skills.

### Practical Metalworking: Machine Processes

Learners who complete this Unit will be able to:

- 1 Prepare for metalwork machine process tasks
- 2 Use a range of marking out tools, machine tools and equipment
- 3 Manufacture a metalwork product from working drawings using machine tools and processes.

## **Practical Metalworking: Fabrication and Thermal Joining**

Learners who complete this Unit will be able to:

- 1 Prepare for metalwork fabrication and joining tasks
- 2 Apply fabrication and joining techniques to form, bend and join metal
- 3 Manufacture a metalwork product from working drawings using fabrication and joining techniques.

## **Added Value Unit: Making a Finished Product from Metal**

This is the Added Value Unit in the National 4 Practical Metalworking Course. The general aim of this Unit is to enable the learner to provide evidence of added value for the National 4 Practical Metalworking Course through the successful completion of a practical activity which will allow the learner to demonstrate breadth, challenge and/or application.

Learners who complete this Unit will be able to:

- 1 Produce and apply a finish to a product in metal

## **Assessment**

Course assessment depends on successful completion of the course units plus the added value units to required degree of accuracy.

## **Course diary**

◆ A record of progress through the practical activity (such as an informal diary or electronic log or blog) produced by the learner. Information in the diary should include when tasks are completed, areas that have been an issue for the learner, safe working practices, and strength and weaknesses. The diary should also indicate where practical creativity has been demonstrated.

## **Progression**

This Course or its Units may provide progression to:

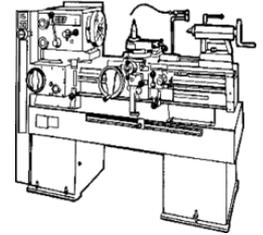
- ◆ other qualifications in practical technologies or related areas
- ◆ further study, employment and/or training

# Practical Metalwork: National 5

The National 5 Practical Metalworking Course enables learners to gain skills in metalworking techniques and in measuring and marking out metal sections and sheet materials. Learners develop safe working practices in workshop environments, practical creativity and problem-solving skills, and knowledge of sustainability issues in a practical metalworking context.

**The aims of the Course are to enable learners to develop:**

- ◆ skills in metalworking techniques
- ◆ skills in measuring and marking out metal sections and sheet materials
- ◆ safe working practices in workshop environments
- ◆ practical creativity and problem-solving skills
- ◆ knowledge of sustainability issues in a practical metalworking context



## Course content

This course develops skills in three main areas. Each area provides opportunities for candidates to understand safe working practices, sustainability issues, and good practice in recycling within a workshop environment. Each area of study covers a different set of metalworking skills. All areas include skills and associated knowledge in measuring, marking out, cutting and joining techniques.

(Degree of accuracy typically +/-0.5mm at Nat 5)

**The areas of study are:**

### Bench skills

Candidates develop skills, knowledge and understanding in the use of metalworking hand tools, bench-fitting work, routine sheet-metal work, measuring and marking out, involving complex features. Candidates develop their ability to read and use drawings and diagrams depicting both familiar and unfamiliar metalwork tasks.

### Machine processes

Candidates develop skills, knowledge and understanding in the use of metalworking machines, equipment, related processes, materials, measuring and marking out, involving complex features.

### Fabrication and thermal joining

Candidates develop skills, knowledge and understanding in fabrication, forming and joining of metalwork components with some complex features. Candidates develop skills in thermal joining techniques and in measuring and marking out.

## **Skills, knowledge and understanding for the course**

The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

using a range of metalworking tools, equipment and materials safely and correctly for metalworking tasks with some complex features

adjusting tools where necessary, following safe practices reading and interpreting drawings and diagrams in familiar and some unfamiliar contexts

measuring and marking out metal sections and sheet materials in preparation for cutting and forming tasks with some complex features

practical creativity in the context of familiar metalworking tasks with some complex features

following, with autonomy, given stages of a practical problem-solving approach to metalworking tasks

applying knowledge and understanding of safe working practices in a workshop environment

knowledge and understanding of the properties and uses of a range of metalworking materials

knowledge and understanding of sustainability issues in a practical metalworking context

## **Assessment**

**Course assessment consists of two components:**

a practical assignment provided each year by the SQA which will assess practical skills

a question paper which assesses knowledge and understanding.

The following marks are awarded to each component:

Question paper            30%

Practical Assignment    70%

## **Course diary**

A record of progress through the practical activity (such as an informal diary or electronic log or blog) produced by the learner. Information in the diary should include when tasks are completed, areas that have been an issue for the learner, safe working practices, and strength and weaknesses. The diary should also indicate where practical creativity has been demonstrated.

## **Progression**

This Course or its Units may provide progression to:

- ◆ other qualifications in practical technologies or related areas
- ◆ further study, employment and/or training

## **Rural Skills: National 4**

The course comprises the following mandatory units: Estate Maintenance: An Introduction, Land-based Industries: An Introduction and Employability Skills for Land-based Industries

The course comprises the following optional units: Option 1 Animal Husbandry and Animal Handling: An Introduction

Or Option 2 Crop Production: An Introduction and Soft Landscaping: An Introduction

In addition this course will be combined with the John Muir "Junior Rangers" scheme which aims to encourage young people to learn about conservation, Access to the land and recreation and sustainable tourism. A great deal of this course will involve outdoor learning. Full details are available from Mr Smart.

## **Enterprise & Employability: National 4**

### **Course Aims**

The Employability Award is an introduction to the world of work for young people. It is led by the Sutherland Community Partnership, a group that brings public bodies together with communities to plan and provide public services. The Community Partnership aims to provide an SQA approved qualification that enhances the employability of young people in Sutherland and provides an insight into the employment opportunities and the organisations operating in the area. A range of organisations operating in the Highlands are helping senior pupils from Sutherland/Ross-shire to get valuable work experience and offer them the potential to secure an Employability Award before leaving school.

Organisations providing the year-long programme of activities may include: Police Scotland (dogs section, counter terrorism, roads policing), Fire and Rescue Service, Scottish Ambulance Service, HM Coastguard, NHS (midwives, pharmacy, wards, social care, care homes, care at home, integrated learning team), Highland Council (early years, road workers and technical team, ), Assynt Mountain Rescue, as well as various activities provided by High Life Highland (including leadership, first aid and technobots).

The Employability Award focuses on developing skills and attitudes that will help young people to make a successful move into the job market, including looking at their existing skills and experience, how these might apply to work, and considering what kind of employment would suit them. Part of the course involves building 'Employability Skills', helping young people to practise skills such as contacting employers, filling in application forms, and writing a CV. These skills are embedded in all four Units. Candidates will have the opportunity to develop these skills through practical activities in real/simulated working environments, investigations and team-working activities. Candidates will also be involved in self-evaluation of these skills, seeking feedback from others about their skills and identifying areas of improvement whilst taking account of the feedback received. It also covers what being an employee means — how to behave at work, how young people should expect to be treated by their employer and how to build effective working relationships.

### **Course Details**

A total of four credits are required to achieve the course. One mandatory Unit must be completed with the remaining credits coming from the optional Units. Two of the 3 optional units are likely to be a work experience placement and an enterprise task. The 3<sup>rd</sup> will be chosen based on the interests and needs of the group taking part in the course.

## Skills for Work - Maritime Skills - National 5

The Course provides a broad experiential introduction to maritime skills. It introduces you to a range of basic skills necessary to work safely within the maritime industry. You will explore a variety and range of career opportunities- local, national and global in the maritime sector including commercial sea-fishing, the Royal Navy, the Merchant Navy, Inland waterways and marine leisure, ports and harbours

### Course units

#### Seamanship: An Introduction

This unit introduces you to the operation of boats and their equipment. It will enable you to develop basic boat handling skills and an awareness of safety requirements in a maritime environment. Effective anchoring, mooring and the securing of a vessel will also be considered. You will learn from this unit the use of ropes, wires and chains.

#### Maritime Environment: An Introduction

In this unit you will develop an understanding of the weather and its effects on maritime activities in the United Kingdom. Charts are studied and basic navigation tasks are tackled to enable you to plot a course and calculate the distance between two points.

#### Small Boat Engineering

This unit introduces you to the basic engineering involved in small boats, for example: the construction of boats, the boat's method of propulsion, the steering of the boat, the types of engine, the differences between diesel fuel oil and petrol fuel oil, the uses and differences of hydraulic oil and lubricating oil and the routine care and maintenance of engine and auxiliaries on a boat.

#### Health and Safety in the Maritime Sector

This unit will equip you with a basic understanding of health and safety issues, the safety procedures required for both working on board a boat and in the maritime environment in general. You will be introduced to the process of carrying out an assessment of risk and learn how risks can be minimised through safe working practice. Practical survival in the water will be practiced and basic fire safety considered. You will also be introduced to the knowledge and skills of basic first aid necessary to deal effectively with casualties who are injured or who suffer a sudden illness, prior to being placed in the care of medically qualified personnel.

#### Employability and Careers in the Maritime Sector

In this Unit, the sub-sectors and the career opportunities in the Maritime sector are investigated. You will review your performance in specified employability skills and evaluate your own strengths and weaknesses throughout the course.

#### Assessment

To gain an award in Maritime Skills pupils must successfully complete all course units.

Assessment for individual units and the overall course is on a pass/fail basis.

The Course will be assessed with a combination of written evidence and/or oral and performance evidence.

The evidence will be produced at appropriate points throughout the Course and gathered in a folio of evidence.

#### Progression

Further training provided by the maritime sector.

Employment in the Merchant Navy, Royal Navy, Commercial Fishing Industry, Marine Leisure Industry.

